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ABSTRACT

This handbook is intended to assist teachers in removing sex bias and sex-role stereotyping from the classroom. Following some introductory thoughts about sex bias and examples of sex bias and school-based sex-role stereotyping, the handbook briefly discusses Title IX of the Civil Rights Act. The rest of the handbook contains 35 classroom activities for increasing students' understanding of sexism and awareness of how it affects their self-concept and decisions as well as personal interactions. Some of the activities to expose sexism in the classroom are the following: understanding the concept of stereotyping; attitude surveys comparing male/female expectations; cultural exaggeration of sex differences; elimination of gender from occupational titles; elimination of sex bias/stereotyping in "at-home" jobs; examining the effects of sexism on salaries; students' perceptions of psychological gender differences; social stereotypes versus reality; analyzing texts for sexism; sexist language; sexism in advertising; sexist humor; and women in leadership. Each activity includes purpose, time, materials needed, and steps to conduct the activity. A bibliography lists 82 books, 25 journal articles and documents, 12 audiovisual aids, and 12 works cited in preparing the guide. An evaluation report on the use of the handbook is also included. It shows that the project was successful in training teachers to change their behavior and that the 352 students involved changed their self-evaluations on sex roles. (KC)

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Sexism

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Mt. Sterling, Kentucky

1986

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Mount Sterling, Kentucky

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FOREWORD

Sexism? What? In the classroom? Not your classroom? Yes, sexism - the belief that people should do certain things and behave in a particular manner according to their gender - is present in almost every social aspect of our lives, even the classroom.

This handbook is intended to assist teachers in the task of removing sex bias and sex role stereotyping from the classroom. Most importantly, this work contains thirty-five activities for increasing the student's understanding of sexism and awareness of how it affects his/her self concept and decisions as well as personal interactions. Once the issue is openly addressed and explored, then the student can begin to gain freedom from the restrictive thinking and behaviors which accompany the prejudice. We hope this material will serve as a starting place or facility for this process.

We anticipate that, as you use this material, you will experience the same interest, stimulation, and enlightenment we enjoyed as we developed it. Appreciation and acknowledgments are extended for the talents and efforts contributed to the project by the following: Sue Buchanan - editing; Gail Wright - graphics; and Lois Crockett, Beverly Malone, William Morgan, Brenda Radjunas, and Sally Thornton - research and development of activities.

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SEXISM

WHAT NO ONE EVER SAID BUT
EVERYONE TOLD YOU.

Maybe No One Ever Said...

.....that boys are smarter than girls, but they told you that "boys do better in math and science." Maybe no one ever said that your emotions and how you should express your feelings are determined by your sex, but they told you "big boys don't cry" and "men don't kiss each other." Maybe no one ever said that females are more skilled at caring and nurturing and are responsible for child rearing, but they told you "only girls and sissies play with dolls." Maybe no one ever said that women are subordinate to men, but they asked the bride's father (brother or uncle) "Who gives this woman to be wedded to this man?" Maybe no one ever said that your sex determines what is appropriate social behavior, but they told you "act like a little lady" and "boys will be boys." Rarely does anyone openly and directly express sexism--the preconception that people should do certain things and behave in a particular manner based upon their gender. However, almost everyone has some sexist beliefs. These beliefs are a fundamental part of our learning and a very basic part of our culture. From the time we are wrapped in either the pink or blue blanket, males and females are treated differently.

Examples Of Sex Bias...

.....sex role stereotyping and prejudice, whether they be in the work place, the educational setting, the home, or in the community life, are most evasive to even those

persons who consider themselves enlightened, informed, or without significant prejudged attitudes. These inequitable biases have been developed and perpetuated for many more decades than any of us have lived. Obviously, they will not disappear without an informed and well exercised effort on behalf of educators, parents, employers, community leaders, and media professionals. A closer look at institutionalized sex stereotypes and sex biases, whether data based or situation based, reveals some interesting contrasts:

- While females increasingly study and practice as professionals in medicine, law, stockbrokering, accounting, school administration and business administration, few females in your community belong to the Chamber of Commerce, the Rotary Club, the Lions Club, sit as judges at various levels of court, or are school superintendents. This situation is a reality despite the fact that they have the same professional training as those who occupy these seats of leadership.

- While most professional chefs, gardeners, clothing designers and architects are males, females are commonly viewed as the cook for the family, the acceptable member of the garden club, the family seamstress, and the home decorator.

- Traditionally, males are "not supposed to" enroll in home economics, play with dolls, or openly demonstrate nurturing skills; yet, they are "supposed to" increasingly share in parenting responsibilities (beyond teaching their daughter how to throw a baseball).

- Seven out of ten public school teachers are females while only one of ten administrators is female.

- While males hold the vast majority of authority and power positions--positions given higher incomes and status--ironically, a direct relationship exists between the stressors and conditions of these positions and the fact that the death rate is higher at every age for men than for women.

- Generally, it is expected that men must work from at least age 18 to age 65. Contrastingly, it is accepted and sometimes preferred that women not work at all; they take years off from working to be at home with small children or to change to a

more desirable job; or stop working altogether after the children have left home.

In the provider role, the man is expected to work hard in order to advance as quickly as possible in status and salary. However, when he strives for this higher position, he is often viewed as a workaholic and insensitive to the needs and feelings of his family. If, on the other hand, he is satisfied with a lower position (possibly because there is less physical and mental demand, which leaves more time for family interactions), he may be scorned for being lazy, unambitious, and not providing the most for his wife and children.

Women have always experienced difficulty in securing jobs in "traditionally male" occupations (especially ones of higher pay and status) even though they had the professional or technical training. Today, men are experiencing somewhat similar difficulties due to sex bias. Currently, many unskilled or semiskilled occupations are becoming obsolete or economically suppressed. Thousands of men who have worked for years in areas such as manufacturing, mining, farming, etc., are faced with the loss of jobs that will never return, being untrained for a different occupation, and finding that available jobs that require little skill or short-term training (i.e., nursing, secretarial, etc.) are typically held by females. In many "traditional female" fields, such as clerical and medical assistance service, the number of jobs is increasing; yet, males must overcome prevalent sex biases and societal expectations if they enter these occupations.

Clearly, sexism permeates all areas of our society and all of our interpersonal relationships. A point that should be equally understood is that the negative effects of sex biases and sex role stereotyping is not just a female issue or problem. As the previous examples have shown, males also experience the limiting and constricting effects of sexism.

School Based Sex Role Stereotyping...

.....begins early. While recognizing that school is only one of many institutions involved in the

sex role stereotyping of students, educators who are trained to understand the learning process and teaching methodologies can examine the educational institutions in which they have some influence for ways to effect change. To break free of the traditional sex role stereotyping, a male needs to know that his sexual identity and "manliness" is not dependent upon his being stronger or braver and better than every female; and a female needs to know that she does not have to be, or appear to be, delicate, timid and helpless in order to be feminine. Educators have the opportunity to create an environment in which young people can develop their individual physical and intellectual strengths, share leadership roles, and work as partners in curricular and extracurricular activities without regard to sex.

Curriculum Is The Core...

.....of the school program and curricular materials may be the school's most relentlessly sex discriminatory aspect. Whether in kindergarten, picture books, high school science books, vocational school training manuals, or college texts on human development, sex bias in educational materials is still a reality. Researchers analyzing books and stories for sexist materials found that often girls are presented as naive and adult women are shown as virtual incompetents. Boys are required to lead dangerously adventurous lives or, as men, expected to bear the sole responsibility for the financial survival of the family. The reality of the numbers of women in the labor

force is rarely indicated. In science and math books, females are notable by their absence. This continues the stereotyping that mathematics and science are male domains. Audiovisual materials often use male narrators speaking in male-generic terms to present material.

The Effect Of Title IX...

.....on athletic programs and physical education classes has been felt in school systems. Athletic programs have changed, and more opportunities have been provided for females. However, educators still need to play the leading role in the reconsideration of the traditional role of athletics in the lives of all students. Present sex role stereotyping requires that males compete extensively and that females compete very little, and particularly not with boys. This places limitations and burdens on both groups which prevent each individual from doing what she or he is capable of doing or interested in doing. Many persons who genuinely would like to see increased athletic activity for girls often have at least two concerns regarding the "danger" to girls if they are athletically active. Educators should be aware of these concerns and develop acceptable solutions:

- No one, of course, wants to pit a physically weaker female against a strong athletic male. But neither would anyone want to pit a physically weak male against a strong athletic male. Groupings by appropriate weight and height provide a more plausible solution.

- The fear of cosmetic or reproductive injuries is often raised in regard to the question of how involved females should be in

athletics. Surely, educators are not more willing to see males scarred or injured. If that is so, then suitable protection should be worn for all sports. If a sport is very dangerous and playing it risks a high percentage of bodily injuries, perhaps educators should consider whether such a sport belongs in an educational setting at all.

Teaching Methods And Teacher Behaviors...

.....are perhaps the most crucial areas in education through which sexism is conveyed and perpetuated. Teachers are aware of the importance of the "learning environment" they provide for their students and that everyone is entitled to equal access to all educational opportunities. Not only is there an awareness, but most teachers feel that the attainment of these concepts is fundamentally important to the fulfillment of their role responsibilities. Therefore, it is surprising to teachers, sometimes even unbelievable, when one points out the ways in which teachers respond differently to students on the basis of sex. The following are some of the findings of various recent studies:

- Teachers consistently have more interaction with males than with females.
- Males receive eight-ten (8-10) times more control statements than females.
- Males are most frequently reprimanded or punished for misbehavior or discipline problems and are most frequently praised for their academic performance.
- Females are most frequently praised for nonacademic behavior; i.e., neatness, politeness, quietness, helpfulness, etc.; and they receive more punitive messages for failures in academic performance.
- Males are talked to and listened to more than females.

- Males are permitted to interrupt more than females.
- When IQ and achievement scores of males are equal to females, their grades are still likely to be below those of girls. Two-thirds of all grade repeaters are males.
- Underachievement in gifted students occurs twice as often in males as females.
- Three times more males have reading problems than females.
- At age nine, female and male performance in achievement tests in mathematics, science, and social studies is nearly equal; and females outperform males in reading, literature, writing, and music. By age 13, this trend is reversed; and females decline, relative to males, in all areas except writing and music from that point on.
- Females are more likely to receive positive reinforcement if they are standing or sitting close to the teacher, while proximity to the teacher did not affect reinforcement for males.

No teacher consciously or intentionally differentiates between females and males, but almost every teacher expresses some form of sex bias. Remember, these beliefs and attitudes are, to some extent, a part of all of us and exist throughout our society. However, educators enjoy the unique position of effecting change and growth in the consciousness and mental attitudes of all young people.

The Intent Of This Handbook...

.....is to assist with the exploration of a variety of sex role stereotyping in different settings and forms. When addressing personal attitudes and belief systems, one of the most constructive and developmentally sound methods the educator can use is to provide opportunities for students to openly examine, discuss,

question, and evaluate their own beliefs, opinions, and feelings. Seldom do students get the chance to look at the subtle, yet powerful, effects of sexual prejudice and stereotyping.

The principal content of this handbook is a set of activities aimed at (1) increasing the student's awareness of sexism and (2) assisting teachers in working with students in ways that are free of sex bias. These activities are independent and self-contained and are not subject specific. Since sex bias exists in all aspects of our daily lives, it is intended that these activities be incorporated in any or all areas of the regular curriculum of secondary and vocational education.

The second section of this handbook contains material for all regular and vocational teachers. This section was adapted from Women on Words and Images and contains extensive discussion activities for classroom usage and guidelines on how to eliminate sex bias and sex role stereotyping in the materials and methods used in the classroom, resource facility, or skills laboratory.

The final section is a bibliography of additional resources for teachers, administrators, and students who are stimulated to further pursue this subject. This listing is primarily instructional materials and includes books, journal articles, and audio-visual aids.

EXPOSING "IT" IN THE CLASSROOM

(Activities)

This section is the "main attraction" of the handbook. The following thirty-five activities have been developed to be used in secondary and vocational classrooms - all subject areas. The collective intent of this material is to bring the issue of sex bias and sex role stereotyping before the students and increase their understanding and awareness of the concept and its effects. The elimination of the prejudice will more easily occur as a result of this educational process.

The activities are designed so that they may be used independently and in any order. For example, they may be injected as a closing activity for a class any time there is an unfilled time period of 15-20 minutes; or, a large block of time can be scheduled for either a series of activities or expansion of one activity. By design, the material is flexible and adaptable to allow teachers the freedom to input and structure the activities to best fit their instructional situation.

UNDERSTANDING THE CONCEPT OF STEREOTYPING

PURPOSE: To assist students in understanding the term and concept "stereotyping."

APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Opaque projector.

ACTIVITY:

1. Using an opaque projector, show the attached sheet on stereotyping.

2. Read the definition to the class. Discuss the fact that everyone thinks in stereotypical terms some of the time and that, in many instances, such thinking is a very useful and efficient approach. However, often in our interaction with (and evaluation of) others, stereotyping people can be restrictive and limiting and therefore negative.

3. As a group, ask the class to complete the exercise. If they do not feel comfortable giving their answers aloud, ask them to jot them down on a piece of paper.

4. In addition to the six items listed, ask the class to do the same with the following:
   a. A man with tattoos on his arms.
   b. A tall, young, Black man.
   c. A young girl climbing trees.
   d. A high school boy who writes poetry.
   e. A Southern Baptist minister.
   f. A Hispanic teenager.
   g. A woman who failed to signal a turn while driving down the street.
   h. A forty-year-old Jewish woman from New York. Can you think of other stereotypes? How about principals, teachers, coaches, cooks, and school personnel?

(Campbell)

STEREOTYPING

STEREOTYPING is the arbitrary assigning of certain habits, abilities, and expectations to people solely on the basis of group membership, regardless of their attributes as people.

Read the following descriptions and discuss the images and assumptions that come to mind. What would you assume or imagine about:

1. a Republican
2. a Suffragette
3. a Union Organizer
4. a Supreme Court Justice
5. a Democrat
6. a Temperance Worker

Can you think of other stereotypes?

DEFINITION AND UNDERSTANDING OF PREJUDICE

PURPOSE: To help students define prejudice and recognize evidence of it in prejudicial statements.

APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Student activity sheet.
(one per student)

ACTIVITY: Write the following definition of prejudice on the chalkboard: "The act of forming opinions, judging, or making predictions about people on the basis of looks, clothing, sex, religious beliefs, race, amount of money they have, etc."

Review the definition and distribute the activity sheet. Have the students mark their lists as instructed (instructions on activity sheet).

When all groups have finished, read each statement aloud and tally on the board the way each student responded.

Discuss how the students responded and the reasons.

FOLLOW-UP ACTIVITY: Ask students to bring evidence of prejudice from headlines, newspaper and magazine stories and pictures, television stories and advertisements, literature, visits with friends, etc., to class and share them.

(Dupont, 209-210)

FACT OR PREJUDICE

INSTRUCTIONS: In the blank provided, write P if the statement is prejudice; write NP if the statement is not prejudice.

___ 1. He will flunk the test. He usually does.

___ 2. She has blond hair and blue eyes.

___ 3. Look at the way he dresses. He's weird.

___ 4. I know you'll like her. She's pretty.

___ 5. She is fat and wears glasses. She's probably a librarian.

___ 6. He can really play football. He's big.

___ 7. Girls <u>think</u> they can play basketball.

___ 8. Boys make the best car mechanics.

___ 9. Her eyes are crossed. She wears pigtails.

___ 10. He is tall and slim. He must be a fast runner.

ATTITUDE SURVEYS COMPARING MALE/FEMALE EXPECTATIONS

PURPOSE: To examine the attitudes regarding the differing expectations of males and females.

APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Copies of Attitude Survey.

ACTIVITY: Distribute appropriate surveys to students. Upon completion of surveys, discuss each item, providing logical reasons why either sex could do any of the items successfully. The teacher must emphasize that attitudes are formed by the environment; students need to recognize that there are many different attitudes regarding the survey which can create success in living.

ATTITUDE SURVEY

FOR MALES ONLY

Because I'm a male, I would not:

___ cook for a girl
___ knit
___ wash dishes for a girl
___ ask a girl to pay her way on a date
___ let a girl pay for me on a date
___ wear a dress in a play
___ use hairspray
___ wear a wig
___ cry
___ cry in front of a girl
___ take home economics in school
___ curse in front of a girl
___ talk about sex in front of a girl
___ hit a girl
___ kiss my father
___ carry a girl's purse for her
___ wear beads or other jewelry
___ let a girl carry a heavy package

OTHER: _____

I would be upset if my girlfriend:

___ didn't care much about her looks
___ spent a lot of time on her looks
___ didn't wear any makeup
___ wore curlers in front of me
___ couldn't cook

___ could beat me at some sport
___ was better at building things than I
___ was physically stronger than I
___ was taller than I
___ got better grades than I
___ had more education than I
___ had a lot more money than I
___ paid her way on dates
___ sometimes paid for me on dates
___ smoked a pipe or cigar
___ cursed in front of me
___ phoned me more than I phoned her
___ made most of our decisions
___ depended on me to make most decisions

OTHER: _____

(Scholastic Scope, April 26, 1971)

ATTITUDE SURVEY

FOR FEMALES ONLY

Because I'm a female, I would not:

___ smoke a pipe or cigar
___ wear curlers in front of a boy
___ let a boy wash dishes for me
___ pay my own way on a date
___ pay for a boy on a date
___ dress like a man in a play
___ wear a necktie
___ pick up something a boy had dropped
___ beat a boy at some sport
___ try to join a boys' club or team
___ take shop in school
___ curse in front of a boy
___ talk about sex in front of a boy
___ hit a boy
___ kiss a boy before he kisses me
___ phone a boy just to talk
___ ask a boy out on a date
___ go to a dance without a date

Other _____

I would be upset if my boyfriend:

___ didn't care much about his looks
___ spent a lot of time on his looks
___ wore cologne or dyed his hair
___ cried in front of me
___ liked to sew or knit

___ could cook better than I
___ wasn't good at sports
___ was physically weaker than I
___ was shorter than I
___ got better grades than I
___ had more education than I
___ had a lot more money than I
___ asked me to pay my way on dates
___ took home economics in school
___ didn't open doors for me
___ didn't help me carry packages
___ cursed in front of me
___ made most of our decisions
___ depended on me to make most decisions

OTHER: _____

(Scholastic Scope, April 26, 1971)

UNCOVERING SUBTLE SEX-ROLE EXPECTATIONS

PURPOSE: To explore stereotyped sex roles. The following self-test is a good way of uncovering subtle role expectations. It may point out that many of our daily actions are determined simply by whether we are male or female.

APPROXIMATE TIME: Ten to fifteen minutes.

MATERIALS: Paper, pencil, chalkboard or poster board large enough to display group tally.

ACTIVITY: Have someone read the following story aloud. On a piece of paper, have each person put the following headings:

Action	Sam	Sally
1	_____	_____
2	_____	_____
3	_____	_____
et cetera	_____	_____

As the story is read, the reader will pause and ask, "Which one did this?" You are to make a check under the name of the person who you think would do it.

THE STORY:
Once, there were twins, Sam and Sally. When they were called for breakfast, one of the twins was always the last to get up. 1. Which twin was it?

At breakfast, one twin helped set the table and poured the milk. 2. Which twin was it?

One twin had to be reminded three times about the importance of brushing one's teeth after meals. 3. Which twin was it?

On the way to school, one twin talked with a friend all the time. 4. Which twin was it?

In school, one twin was named the outstanding student in chemistry. 5. Which twin was it?

One twin had become very active in the student body and was expected to win the election for student body president. 6. Which twin was it?

After school, one twin stayed because this twin was practicing to make the tennis team. 7. Which twin was it?

One twin hurried off to interview some teachers for the school paper on teaching as a career. 8. Which twin was it?

After dinner, one twin had to be reminded three times to put out the garbage. 9. Which twin was it?

One twin has seen an item of clothing in the store which was exactly right for wearing on a date next Saturday. This twin decided to "borrow enough money from the purse that Mother had left around." 10. Which twin was it?

One twin has about decided not to go to college but to work and earn enough money for a car. 11. Which twin was it?

One twin had promised to sneak out a six-pack of beer from the family refrigerator for the party after the last game of the season. 12. Which twin was it?

One twin has been secretly "going steady" with someone Father does not approve of. 13. Which twin was it?

Whatever happened to the twins? One became a famous lawyer. Which one? One became the manager of an exclusive clothing store. Which one? One twin got a divorce after having two children. Which one? One twin did not get married. Which one?

Place a chart on the board. Tally the response of

the class for each twin for each item. What do you find? Do members of the class seem to agree as to which twin would do which act? Why or why not? Do most people feel that they must do things because it is expected of them as a female, as a male?

Ask the class these questions: Do you feel that your sex role is pushing you into a way of behaving or a way of life that you question? Why or why not?

Make your own list of those things you think you can or cannot do because you are a male or female. Compare lists and discuss.

COMPARING SEX-ROLE EXPECTATIONS AND SOCIAL VALUES

PURPOSE: To assist students in exploration of stereotyped sex roles and their own subtle sex role expectations in regard to occupations and their social values.

APPROXIMATE TIME: Fifteen to twenty minutes.

MATERIALS: Student copies of attached activity. Paper, pencil, and chalkboard or poster board large enough to display group tally.

ACTIVITY: Distribute copies of exercise to students.

After students have made selections, ask them to indicate which sex the person selected should be.

Students can tabulate answers individually or in small groups and report to the rest of the class. Why were certain individuals selected? Why were males or females selected?

Ask students to look at the occupations not selected. Which sex would they expect these individuals to be? Does it appear that the occupations which are important in terms of social value are typically held by males or at least assumed to be male-oriented?

In the year 2500, a planet has been found which can support human beings. However, the first colonies to get to this planet may be alone there for many years. It is, therefore, necessary to select individuals who can best develop a new society. The spaceship which can take them to the new planet will hold only five individuals and their food, instruments, and other technical equipment judged necessary for survival. Which of the following should be sent on this first colonizing mission?

religious leader
astronaut
engineer
plant geneticist
physicist
doctor
parent
political leader
electronic technician
farmer
child
entertainer
nurse
geologist
writer
teacher

SEX BIAS/STEREOTYPING IN THE EVERYDAY ENVIRONMENT

PURPOSE: To increase the student's awareness of sex bias and sex-role stereotyping in his/her environment.

APPROXIMATE TIME: Five minutes the first session.
Fifteen minutes on a subsequent session.

MATERIALS: Paper and pencil.

ACTIVITY: For one day, have students record any incidents of sex bias or sex role stereotyping they encounter (hear, observe, etc.). They are not to research for examples but, rather, to record things that are taking place around them. Encourage them to record as much detail as possible. Give this assignment one class period and ask the students to report on the following day. Example of possible observation: a small boy falls just outside the grocery store. As he starts to cry, his mother picks him up and says, "I thought you were a big boy. Big boys don't cry."

CULTURAL EXAGGERATION OF SEX DIFFERENCES

PURPOSE: To explore the way our culture exaggerates the sex differences and perpetuates male and female stereotypes.

APPROXIMATE TIME: Twenty minutes.

MATERIALS: Role survey sheets to hand to each student.

ACTIVITY: Pass out activity sheets. Ask the students to rate the occupations by checking the column F if they think the job should be for a woman and M if it should be for a man. Think, if it would make you uncomfortable if your mother had the job, check M. Check F if you would feel uncomfortable if your father had the job.

Break into small groups. Let each student share his list. Encourage debate and discussion. Did we stereotype some occupations? Why? Do you think job discrimination should be eliminated completely? If your parents were making this list, how would it look? How about your grandparents' list? YOUR children? Is there discrimination and stereotyping of males and females in school? Does anyone have an example? In what areas particularly?

Discussion:

A healthy self-concept reflects recognition of our own maleness or femaleness. Yet our culture exaggerates the difference and restricts us in our growth as individuals. Today, we are going to talk about sex-role stereotypes. What does stereotype mean? Answer: a fixed form that does not change. Stereotypes perpetuate discrimination. What does discrimination mean? Answer: to make a difference in favor of or against someone or something. Sexism is a form of discrimination, favoring one sex over the other.

Many years ago male and female roles were more clearly defined. A woman knew that her place was in the home and the man's place was to earn the money to support the family. In the past, a man wouldn't be caught wearing cologne or working as a nurse, nor would a woman have thought to wear a three-piece tailored pants suit and work as a cab driver or mail carrier! Times have changed and so have our sex roles. In the past, women were discriminated against, couldn't even vote until 1923. What kinds of jobs were mostly held by women? By men? When you think of an occupation that you would like, is it a job that used to be only for men or for women? What jobs still discriminate against women or men?

ROLE SURVEY

List first names of people you know in each occupation
(as many as you can think of)

	M	F	
Nurse			
Hockey Player			
Pilot			
Typist			
Soldier			
Bus Driver			
Miner			
Farmer			
Elem. Teacher			
Telephone Operator			
Boxer			
Senator			
Hair Stylist			
Plumber			
Artist			
Judge			
Model			
Gymnast			
Scientist			
Explorer			
Football Player			

	M	F	
File Clerk			
Airline Attendant			
Race Driver			
Doctor (M.D.)			
Truck Driver			
Bank Teller			
Construction Worker			
Welder			
Day Care Worker			
Teacher's Aide			
Minister			
School Principal			
Football Coach			
Police Officer			
Auto Mechanic			
Interior Decorator			

(Bonoff 85-86)

ELIMINATION OF GENDER FROM OCCUPATIONAL TITLES

PURPOSE: To eliminate sexism from occupational titles and encourage students to look at occupations without preconceived sex bias.

APPROXIMATE TIME: Five to fifteen minutes.

MATERIALS: Chalkboard, paper, and pencil. (Optional: prize for the winner.)

ACTIVITY: Have all students list on paper as many career and/or job titles that do not indicate male or female during a three-minute timed race. At the end of the timed period, have the winner read the list and record it on the chalkboard, adding other students' different ideas to complete the list.

Examples:

Secretary	Flight Attendant	Mechanic
Nurse	Plumber	Police Officer
Ballet Dancer	Salesperson	Welder
Printer	Paper Carrier	Electrician
Fire Fighter	Farmer	Supervisor
Bat Handler	Cosmetologist	Clerk
Designer	Poet	Chairperson
Tailor	Computer Operator	Baker
Carpenter	Sailor	Homemaker
Florist		

REMOVING GENDER FROM OCCUPATIONAL SELECTION

PURPOSE: To focus on how an individual's vocational interest is more relevant than gender to occupational selection.

APPROXIMATE TIME: Twenty minutes.

MATERIALS: Index cards (slips of paper), pencil, and chalkboard.

ACTIVITY:

1. Have students list interests on index cards.
2. Discuss the relationships between interests and occupations.
3. Have the students list on index cards all the jobs that are related to their particular interests.
4. The teacher should suggest that school subjects are also related to jobs.
5. The teacher should help the students to understand that they should not be thinking specifically of what job they might have but to realize the many possibilities open to them.
6. Ask the students to indicate on their cards whether they are female or male. Collect index cards and list on chalkboard under "Interests" and "Jobs."
7. Class Discussion:
   a. Is there a noticeable gender difference in the list of interests?
   b. Is there a noticeable gender difference in the list of jobs?
   c. Can some jobs be identified as "typically" female or male? Is the same true of the interests?

d. What are the effects of sex role stereotyping displayed in this exercise?
e. How do the results of this exercise relate to the current work force?

FOLLOW-UP ACTIVITY:

Fifteen minutes. Have students complete the attached questionnaires for purpose of self-awareness. These may be used independently of the above activity but should then be followed by a discussion period.

Identifying your general occupational interests:

There are many ways of learning about your occupational interests. One way to begin is to ask yourself a number of general questions about the kinds of work you think you might like to do. You might ask yourself questions like these on the following checklist.

What Do I Want in a Job?

I would like to work:

_____ with my ideas or my mind
_____ with my hands or small tools
_____ with large machinery
_____ in heavy physical activity

I would like to work:

_____ by myself
_____ with other people

If I work with other people, I would like to work:

_____ as a member of a team of people working together
_____ giving directions or supervising or organizing other people's work
_____ receiving directions and supervision from others
_____ listening to others
_____ helping or performing services for others
_____ persuading others
_____ competing with others

I like to work with:

_____ a great variety of different tasks or activities and rapid or unpredictable changes of activities
_____ a limited number of tasks which remain similar and predictable over time

I would like to work where:

_____ my tasks are clearly structured and I know exactly what is expected
_____ I can set my own problems and figure out my own way to solve them

I would like to work:

_____ flexible and irregular hours
_____ regular hours

I would like to work:

_____ indoors
_____ outdoors

I would like to work:

_____ in the city or the suburbs
_____ in the country or rural areas

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I would like to be able to work in:

_____ **the area where I live now or a particular geographic area**
_____ **many different areas of the U.S., possibly moving from place to place**

When I think about paid work, the two values which are most important to me are:
(Put a "1" beside the one which is most important and a "2" beside the one which is next important.)

_____ **interest**
_____ **security**
_____ **high pay**
_____ **prestige**
_____ **serving others or contributing to society**
_____ **independence**
_____ **excitement**
_____ **freedom to do things other than my paid work**
_____ **other:** _____

Your answers to questions like these won't tell what specific occupations might interest you; they will tell you what things you should look for when you explore occupations and consider specific choices. Answering questions like these carefully can help you to make a career decision which is right for you — one which is based on your own needs rather than on sex stereotypes.

(Matthews pp. 22, 23)

Identifying My Interests: A Checklist

	I am interested in:	I have tried:	I have seen a woman do this:	I have seen a man do this:
Growing plants, flowers, or vegetables				
Driving a truck or heavy machinery				
Arranging flowers				
Selling something to a stranger				
Learning about credit agreements				
Performing laboratory tests with chemicals				
Doing complicated arithmetic problems				
Reading an insurance policy				
Taking care of people who are ill				
Working in a hospital				
Cooking an entire meal				
Fixing up a room just the way you want it				
Taking care of a child for 24 hours				
Repairing your own clothes				
Sewing something you can use or wear				
Doing all the grocery shopping for your family for a week				
Keeping a budget				
Working with a computer				
Typing a letter				
Managing an office				
Reading or drawing a blueprint				
Tuning up an engine				
Fixing an electrical appliance				
Building something out of wood				
Giving someone a haircut				
Fixing a leaking faucet				
Working with power tools				
Making something with metal				
Working with technical instruments				

(Matthews, p. 12)

ELIMINATION OF SEX BIAS/STEREOTYPING IN "AT HOME" JOBS

PURPOSE: To help students to understand the many jobs their family members have and to examine whether or not sex bias affects job assignments; i.e., who does the job.

APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Paper and pencil.

ACTIVITY:

1. Divide class into small groups.
2. Have students list the jobs around the house and tell who does that particular job at their house.
3. Are the jobs for only males or females?
4. The students should discuss how roles are changing and how equity can affect family task assignments.

Suggested jobs:

- makes repairs around the house
- works in the yard
- buys groceries
- paints walls
- takes care of pets
- takes out the trash
- cleans windows
- vacuums floors
- washes and waxes floors
- takes care of plants
- does the laundry
- cooks
- does the dishes
- cares for sick family members

FOLLOW-UP ACTIVITY:

Fifteen minutes.

Have students complete the attached questionnaires for their own self-awareness.

NOTE: These questionnaires may be used independently of the previous activity but should then include a discussion period.

Thinking About Your Work Inside The Home

How much have you thought about the work that you do or might need to do inside the home? Listed below are some questions that may help you to do so. Read each one and check the answer that fits you best.

Working Inside my Home: Where Am I Now?

I think I have:

_____ a good idea of all the tasks that go into running a home and caring for family members

_____ a general idea of what goes into running a home, but I really haven't thought much about it

I:

_____ accept a lot of responsibility for doing many different kinds of jobs around my home

_____ do jobs in my home mainly when someone tells me what to do

_____ rarely do work around my home

When I do work around my home, I do:

_____ work that helps me alone (cleaning my own room, fixing my own food, arranging my own entertainment)

_____ work that helps other members of my family (working in the yard, cleaning family rooms, fixing family food, arranging family fun)

I think that other members of my family:

_____ do more work than I do around the home

_____ do about the same amount of work around the home as I do

_____ do less work around the home than I do

Around my home, I do work which is:

_____ traditional for my sex

_____ nontraditional for my sex

_____ both traditional and nontraditional for my sex

If I had to take care of myself at home for a week I would:

_____ do a good job

_____ do all right

_____ have real problems

If I had to take care of other members of my family for a week I would:

_____ do a good job

_____ do all right

_____ have real problems

In my ideal family or home living situation:

_____ Men would do traditional "men's work" — working outside the home to support the family; working inside the home only to make electrical repairs, do heavy lifting, etc. Women would do traditional "women's work" — working primarily inside the home with full responsibility for cooking, cleaning, child care, etc.

_____ All family members would take turns doing all jobs inside the home; females and males would share all tasks.

_____ Family members would choose the jobs they wanted to do based on their interests and abilities.

I think that the best things about my ideal home living situation would be:

I think that the problems with my ideal home living situation would be:

If I were a member of the opposite sex, my ideal home living situation would be:

_____ the same as it is now

_____ the opposite of what it is now

(Matthews, pp. 33, 34)

Working Inside The Home: What Are Your Skills?

How good are you at the various tasks required for working inside the home? How many different things can you do? How well can you do them?

Some of the skills that are needed for work inside the home are listed below. Read each one and circle the number that you think reflects how you rate in that area.

Surviving at Home: What Are My Skills?

Skills related to:	My level of knowledge and skill is: 1 Pretty bad	2	3 Could get me through in a pinch	4	5 Great!
Food and Nutrition					
Planning nutritious meals	1	2	3	4	5
Preparing nutritious meals	1	2	3	4	5
Budgeting and buying food	1	2	3	4	5
Clothing and Textiles					
Planning a wardrobe	1	2	3	4	5
Selecting good quality, economical clothes	1	2	3	4	5
Caring for and repairing clothes	1	2	3	4	5
Sewing or designing clothes	1	2	3	4	5
Housing and Home Furnishing					
Selecting appropriate housing	1	2	3	4	5
Budgeting for housing and utilities	1	2	3	4	5
Selecting appropriate furnishings	1	2	3	4	5
Caring for home furnishings	1	2	3	4	5
Making home repairs	1	2	3	4	5
Family Living					
Maintaining positive interpersonal relationships	1	2	3	4	5
Caring for and guiding growing children	1	2	3	4	5
Planning my own growth and development	1	2	3	4	5
Supporting the growth and development of other members of my family	1	2	3	4	5

(Matthews, p. 35)

EXAMINING THE EFFECTS OF SEXISM ON SALARIES

PURPOSE: To look at assumptions most often made concerning salary and position of females and males.

APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Rolling chalkboard or easel, or slip of paper for each student.

ACTIVITY: Divide students into two groups. (In order for this exercise to be effective, the students divided into two sections must not see each other's instruction.)

Place a chalkboard on rollers or a double easel between the two groups of students. On one side of the board, write:

D. A. Barrington
Educator
Owns an apartment building.

On the other side, write:

Dorothy A. Barrington
Educator
Owns an apartment building.

On both sides, write:

Quickly jot the position, age, and salary of this person.

If you don't have a rolling blackboard or an easel, prepare two sets of slips of paper ahead of time (half say Dorothy; half say D.A.). Pass out one set to one side of the room and the other set to the other side.

Before you pass it out, say: DO NOT SAY ANYTHING. DO NOT LOOK AT YOUR NEIGHBOR'S ANSWERS. WORK QUICKLY; YOUR FIRST IMPRESSIONS WILL BE BEST. I CANNOT ANSWER ANY QUESTIONS AT ALL. YOUR OWN BEST JUDGMENT WILL BE FINE.

Collect the data - "D.A." cards in one pile and "Dorothy" cards in another - average the salary and age of Dorothy A. and that of D.A., and make a quick list (or read from papers) of positions.

What is usually found is that Dorothy will be older and earn less and have less prestigious positions. D. A. will be assumed to be male and will be younger, have a higher salary and more prestigious position in spite of young age.

Discuss not only why it came out this way but why they assumed D.A. was a man in the first place. One of the few times it came out with Dorothy with more money (she was still older and with fewer prestigious positions) was when this exercise was done in the late afternoon. Awareness had been raised and with it Dorothy's salary!

If you get answers which skew the data, share that with the group. One person once wrote that Dorothy gets $100,000 a year because she is really a "Rockefeller." One person put down that Dorothy was a "housewife who was paid $25,000 a year for her housewifery." Discussion can ensue on what that would mean to housewives if they did have money of their own.

AN EXERCISE COMPARING SALARIES

PURPOSE: To look closely at salaries of females and males by switching the job salaries and roles in a given situation.

APPROXIMATE TIME: Twenty minutes.

MATERIALS:
Handouts stating circumstances.
Ledger sheets with appropriate headings.
Pencil and paper.

ACTIVITY: Students will be given a handout with two particular people listed with different lifestyles. After students have finished, have class discuss the outcomes.

Joe is 37 years old - a commercial artist. He is married and has no children. This is his first year in the company, with a starting salary of $30,000 a year. He owns a home with payments of $395 a month, a car payment of $202 a month, a small bank loan of $50 a month, and each of the following budgeted into his monthly expenditures:

$40.00 - Telephone	$ 20.00 - Insurance
$80.00 - Electricity	$ 50.00 - Church
$75.00 - Transportation	$200.00 - Groceries
$ 6.50 - Garbage Pick-up	$ 20.00 - Water Bill
$40.00 - Christmas Fund	

TOTAL: $1178.00

$497.00 - Left for miscellaneous, savings, doctor bills, etc.

His base pay is $2,500 - take home is $1,675

Mary is also 37 years old. She is divorced and has no children. She, too, was hired the same day as Joe but, unknowingly, at a much lesser salary - $19,500 a year. Her monthly expenses are $295 house payment, $125 car payment, $75 small bank loan, and others listed below:

$40.00 - Telephone	$ 15.00 - Insurance
$65.00 - Electricity	$ 30.00 - Church
$60.00 - Transportation	$150.00 - Groceries
$20.00 - Water Bill	$ 30.00 - Christmas Fund
$ 6.50 - Water Bill	$ 6.50 - Garbage Pick-up

TOTAL: $918

$171 - Left for miscellaneous, savings, doctor bills, etc.

Her base pay is $1,625 a month - take home is $1,089.

Switch salaries of these two people and try to figure out how each could live on the other's salary.

Discussion Questions:

1. How realistic is this situation?
2. What are some of the factors which create this situation?
3. What should be done to prevent this from happening?

STUDENTS' PERCEPTION OF PSYCHOLOGICAL GENDER DIFFERENCES

PURPOSE: To enable students to first see if they possess certain perceptions of how females and males should be psychologically and, secondly, to focus on the difference between what is seen as a "normal female" and a "normal male."

APPROXIMATE TIME: Twenty-five to thirty minutes.

MATERIALS: Copies of worksheets (attached), pencils, and chalkboard, or some method to display group tally sheet.

ACTIVITY:

1. Distribute "Female" and "Male" sheets to students.
2. Instruct students to determine on the scale of 1-7, seven being the highest, where the term at the top of the page (female or male) falls on each set of attributes. Use the middle space only if they feel completely neutral or evenly divided on that scale.
3. After students have completed the two worksheets, collect them. Distribute Healthy Adult and proceed as in #2.
4. Ask for nine volunteers to tabulate the results of the three worksheets. Divide the student volunteers into three groups, assigning one set of worksheets to each group. Distribute the worksheet Tabulation Procedure to each group. Ask students to proceed according to the directions on the worksheet.
5. When tabulation is complete, read the results to the class. The class can discuss what the differences between the numbers represent.
6. After students have discussed their descriptions, read the following paragraphs to the

class and ask them to compare their descriptions with those in the report.

A group of 70 clinical psychologists were polled on this issue in a study designed by Inge and Donald Broverman at Worcester State Hospital. Given 122 items describing a personality trait, they were asked first to identify which traits define the healthy adult male and the healthy adult female.

Results:

Female	Male
non-aggressive	aggressive
unable to separate feelings from ideas	non-emotional and objective
strong need for security	has little need for security
dependent	independent
tactful and gentle	competitive
sneaky	logical
religious	self-confident

7. Discuss the differences or similarities between the tallies for each pair of descriptions. Which is more like the rating of the healthy adult? The male or the female? What does this mean about the way we expect people to behave? What type of behaviors are appropriate for a male? For a female? Even if you don't agree with this individually, do the general societal expectations alter or limit your behaviors? Give examples of things you don't do because you're a female or a male.

(Resource Center on Sex Roles, p. 69)

MALE

	1	2	3	4	5	6	7	
Aggressive	—	—	—	—	—	—	—	Nonaggressive
Independent	—	—	—	—	—	—	—	Dependent
Emotional	—	—	—	—	—	—	—	Unemotional
Subjective	—	—	—	—	—	—	—	Objective
Submissive	—	—	—	—	—	—	—	Dominant
Excitable	—	—	—	—	—	—	—	Not excitable
Active	—	—	—	—	—	—	—	Passive
Competitive	—	—	—	—	—	—	—	Not competitive
Logical	—	—	—	—	—	—	—	Illogical
Home-oriented	—	—	—	—	—	—	—	Worldly
Indirect	—	—	—	—	—	—	—	Direct
Feelings easily hurt	—	—	—	—	—	—	—	Feelings not easily hurt
Adventurous	—	—	—	—	—	—	—	Cautious
Cries easily	—	—	—	—	—	—	—	Never cries
Leader	—	—	—	—	—	—	—	Follower
Self-confident	—	—	—	—	—	—	—	Unsure
Ambitious	—	—	—	—	—	—	—	Not ambitious
Handles ideas	—	—	—	—	—	—	—	Handles feelings
Concerned about appearance	—	—	—	—	—	—	—	Not concerned about appearance
Talkative	—	—	—	—	—	—	—	Not talkative
Blunt	—	—	—	—	—	—	—	Tactful
Aware of others' feelings	—	—	—	—	—	—	—	Unaware of others' feelings
Neat	—	—	—	—	—	—	—	Sloppy
Loud	—	—	—	—	—	—	—	Quiet
Tender	—	—	—	—	—	—	—	Tough

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FEMALE

	1	2	3	4	5	6	7	
Aggressive	—	—	—	—	—	—	—	Nonaggressive
Independent	—	—	—	—	—	—	—	Dependent
Emotional	—	—	—	—	—	—	—	Unemotional
Subjective	—	—	—	—	—	—	—	Objective
Submissive	—	—	—	—	—	—	—	Dominant
Excitable	—	—	—	—	—	—	—	Not excitable
Active	—	—	—	—	—	—	—	Passive
Competitive	—	—	—	—	—	—	—	Not competitive
Logical	—	—	—	—	—	—	—	Illogical
Home-oriented	—	—	—	—	—	—	—	Worldly
Indirect	—	—	—	—	—	—	—	Indirect
Feelings easily hurt	—	—	—	—	—	—	—	Feelings not easily hurt
Adventurous	—	—	—	—	—	—	—	Cautious
Cries easily	—	—	—	—	—	—	—	Never cries
Leader	—	—	—	—	—	—	—	Follower
Self-confident	—	—	—	—	—	—	—	Unsure
Ambitious	—	—	—	—	—	—	—	Not ambitious
Handles ideas	—	—	—	—	—	—	—	Handles feelings
Concerned about appearance	—	—	—	—	—	—	—	Not concerned about appearance
Talkative	—	—	—	—	—	—	—	Not talkative
Blunt	—	—	—	—	—	—	—	Tactful
Aware of others' feelings	—	—	—	—	—	—	—	Unaware of others' feelings
Neat	—	—	—	—	—	—	—	Sloppy
Loud	—	—	—	—	—	—	—	Quiet
Tender	—	—	—	—	—	—	—	Tough

HEALTHY ADULT

Aggressive	_ _ _ _ _ _ _	Nonaggressive
Independent	_ _ _ _ _ _ _	Dependent
Emotional	_ _ _ _ _ _ _	Unemotional
Subjective	_ _ _ _ _ _ _	Objective
Submissive	_ _ _ _ _ _ _	Dominant
Excitable	_ _ _ _ _ _ _	Not excitable
Active	_ _ _ _ _ _ _	Passive
Competitive	_ _ _ _ _ _ _	Not competitive
Logical	_ _ _ _ _ _ _	Illogical
Home-oriented	_ _ _ _ _ _ _	Worldly
Indirect	_ _ _ _ _ _ _	Direct
Feelings easily hurt	_ _ _ _ _ _ _	Feelings not easily hurt
Adventurous	_ _ _ _ _ _ _	Cautious
Cries easily	_ _ _ _ _ _ _	Never cries
Leader	_ _ _ _ _ _ _	Follower
Self-confident	_ _ _ _ _ _ _	Unsure
Ambitious	_ _ _ _ _ _ _	Not ambitious
Handles ideas	_ _ _ _ _ _ _	Handles feelings
Concerned about appearance	_ _ _ _ _ _ _	Not concerned about appearance
Talkative	_ _ _ _ _ _ _	Not talkative
Blunt	_ _ _ _ _ _ _	Tactful
Aware of others' feelings	_ _ _ _ _ _ _	Unaware of others' feelings
Neat	_ _ _ _ _ _ _	Sloppy
Loud	_ _ _ _ _ _ _	Quiet
Tender	_ _ _ _ _ _ _	Tough

TABULATION PROCEDURE

This procedure should be used to tabulate the results of all three worksheets.

1. Write numbers 1 to at the top of each worksheet. The numbers represent the places students checked. For Example:

Healthy Adult
1 2 3 4 5 6 7

Aggressive__ __ __ __ __ __ __ Non-aggressive

2. On a separate sheet of paper list the pairs of adjectives and phrases. Go through all students' worksheets and record the number assigned to each pair of adjectives or phrases.

   For Example:

   Aggressive, Non-Aggressive 1,3,4,5,7,2
   Independent, Dependent 5,6,3,7,7,4

3. Add the number for each pair of adjectives and phrases and divide the total by the number of students in the class.

   For Example:

   Aggressive, Non-aggressive 1+3+4+5+7+2 = 22;
   22 ÷ 6 - 3.6.
   The class average for that pair of adjectives is 3.6.

   Independent, Dependent 5+6+3+7+7+4 = 32;
   32 ÷ 6 = 5.3.

   The class average for that pair of adjectives is 5.3.

4. Complete the same procedure for each pair of adjectives or phrases.

SOCIAL STEREOTYPES VS. REALITY

PURPOSE: To demonstrate the discrepancy between social stereotypes and real world conditions.

APPROXIMATE TIME: Twenty minutes.

MATERIALS: Paper, pencil, and chalkboard.

ACTIVITY:

1. Have students describe the "perfect" man and "perfect" woman in brainstorming fashion. Have someone list characteristics on the board.
   a. Physical characteristics.
   b. Emotional characteristics (personality).

2. Discuss, as a class, the students' descriptions.
   a. How are the characteristics for the male and female the same? How are they different?
   b. Do they know anyone who possesses these "perfect" characteristics -- other than t.v. or movie characters?
   c. Is it ever possible to be "perfect"?
   d. Why, as a society, do we promote the unattainable?

STEREOTYPED FEMALE VS. MALE CHARACTERISTICS

PURPOSE: To discuss distinguishing characteristics that we tend to associate between females/males.

APPROXIMATE TIME: Twenty minutes.

MATERIALS: Chalkboard, paper, and pencils.

ACTIVITY: Place students in groups of four or five. Ask students to list all characteristics associated with the male gender and all characteristics associated with the female gender. Give about ten minutes to formulate the lists.

Ask for the groups' efforts in sharing their ideas by making a combined list on the chalkboard for all students to see.

After making the list, discuss differences or similarities in both characteristics; why these distinctions between males and females exist; and how these differences can be alleviated.

RELATIONSHIP OF SELF-CONCEPT TO PERSONAL STEREOTYPED SEX-ROLE CHARACTERISTICS

PURPOSE: To examine the student's personal identification of stereotyped sex-role characteristics and how these expectations affect the individual's self-concept.

APPROXIMATE TIME: Twenty minutes.

MATERIALS: Paper, pencil, and chalkboard.

ACTIVITY:

1. Ask the students to spend no longer than five minutes completing the following statements according to their gender:
   a. I like being female/male because...
   b. I dislike being female/male because...
   c. I would like being female/male because...
   d. I would dislike being male/female because...

   Students should list several thoughts that would complete each statement rather than just finish the sentence and make only one complete statement.

2. After the students have completed their own list, have them form small groups and compile group lists for each of the statements. (Note: there will be a total of eight (8) statements, four for each gender.) Separate lists should be made for female responses and male responses.

3. Have someone from each group report the lists to the class and make a class tally under each category.
   a. Positives about being female as seen by females
   b. Positives about being female as seen by males
   c. Negatives about being female as seen by females

d. Negatives about being female as seen by males
e. Positives about being male as seen by females
f. Positives about being male as seen by males
g. Negatives about being male as seen by females
h. Negatives about being male as seen by males

4. Discuss the following:
   a. Which list is longer?
   b. Are there more negatives than positives as each group views their own gender? If so, why?
   c. Does either gender list more negatives?
   d. What does the opposite sex see as positives and negatives for their sex? For example, do the females see answers given in item 3b as really being positive and vice versa; and are the answers in item 3e positive according to the males?
   e. If there is discrepancy between the female and male answers, what is the cause?

UNDERSTANDING EQUITY IN EMOTIONAL NEEDS

PURPOSE: To explore the idea that males and females have the same basic feelings.

APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Chalkboard, poster board or opaque projector.

ACTIVITY:

1. Display the "Feeling Wheel" (see attached example). The wheel should have only the following emotions listed:

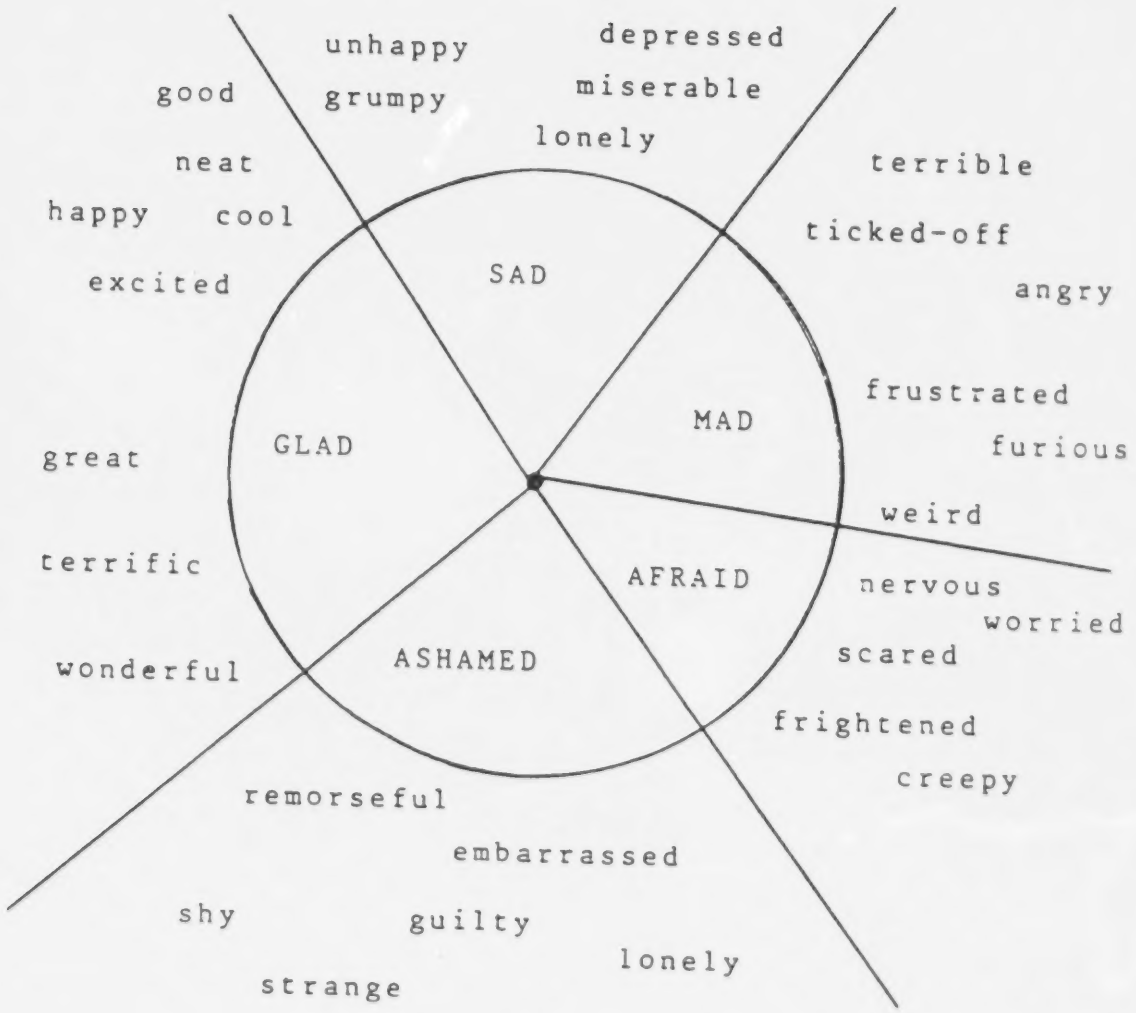
   mad sad glad afraid ashamed

2. Brainstorm words that fit into each of these categories. Write words in proper place on the feeling wheel. Ask, "Where does love go?" (They usually put love in all five categories!)

3. Discuss the idea that everyone has emotions and the need to express their feelings.

4. Discuss the idea that males and females have the same emotional needs and that only sex bias/stereotyping from our environment has taught us that there is a difference.

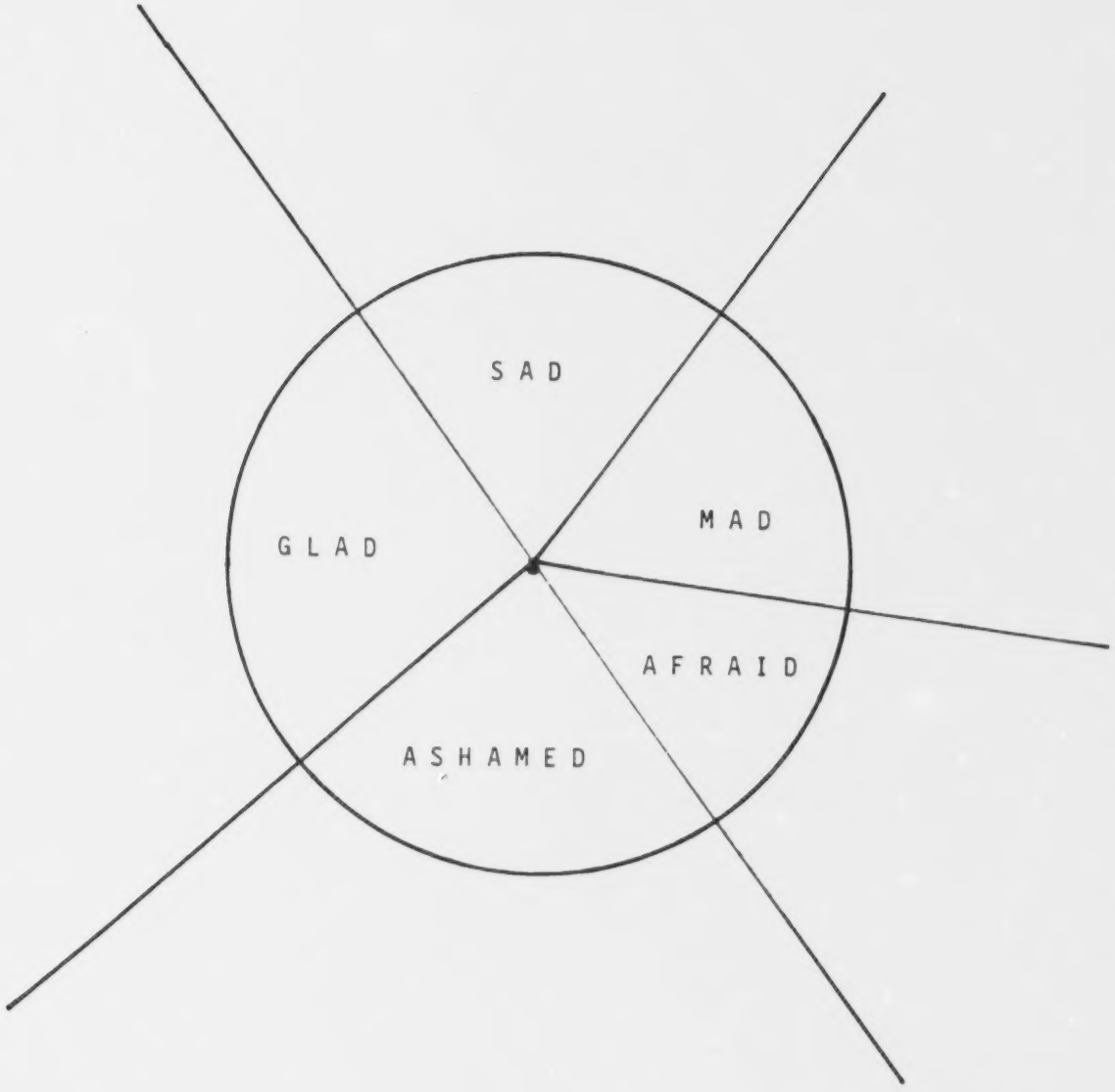
FEELING WHEEL



Here are words that describe how we feel.

(Bonoff 14-16)

FEELING WHEEL



Here are words that describe how we feel.

(Bonoff 14-16)

UNDERSTANDING THE CONCEPT OF ANDROGYNY

PURPOSE: To eliminate sex-role stereotypes by discussing the concept of androgyny and enabling students to realize that to some extent we all possess both feminine and masculine characteristics.

APPROXIMATE TIME: Twenty minutes.

MATERIALS: Student copies of the Bem Sex-Role Inventories (attached).

ACTIVITY:

1. Begin the activity by discussing traits that are generally thought of as being either masculine or feminine. Introduce the idea that we should not strive to achieve the stereotypical sex role but, rather, to be androgynous. Explain that androgyny is the equal blend of characteristics and the ability to utilize the traits which are situationally appropriate in problem solving.
2. Have students complete the inventory.
3. Distribute scoring and interpretation sheets and have students score their inventory.
4. As a class, collect the scores to determine class medians. Discuss the outcomes.

NOTE: This activity is aimed at increasing self-awareness, so discussion should focus on the individual and should not take the form of comparison or collective results.

BEM SEX ROLE INVENTORY
(BSRI)
Sandra Lipsitz Bem

In this inventory, you will be presented with sixty personality characteristics. You are to use those characteristics in order to describe yourself. That is, you are to indicate, on a scale from 1 to 7, how true of you these characteristics are. Please do not leave any characteristic unmarked.

EXAMPLE: _____ Sly

Mark a 1 if it is never or almost never true that you are sly.
Mark a 2 if it is usually not true that you are sly.
Mark a 3 if it is sometimes but infrequently true that you are sly.
Mark a 4 if it is occasionally true that you are sly.
Mark a 5 if it is often true that you are sly.
Mark a 6 if it is usually true that you are sly.
Mark a 7 if it is always or almost always true that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly," never or almost never true that you are "malicious," always or almost always true that you are "irresponsible," and often true that you are "carefree," you would rate these characteristics as follows:

3 Sly	7 Irresponsible
1 Malicious	5 Carefree

___ 1.	Self-reliant	___ 16.	Has strong personality
___ 2.	Yielding	___ 17.	Loyal
___ 3.	Helpful	___ 18.	Unpredictable
___ 4.	Defends own beliefs	___ 19.	Forceful
___ 5.	Cheerful	___ 20.	Feminine
___ 6.	Moody	___ 21.	Reliable
___ 7.	Independent	___ 22.	Analytical
___ 8.	Shy	___ 23.	Sympathetic
___ 9.	Conscientious	___ 24.	Jealous
___ 10.	Athletic	___ 25.	Has leadership abilities
___ 11.	Affectionate	___ 26.	Sensitive to needs of others
___ 12.	Theatrical	___ 27.	Truthful
___ 13.	Assertive	___ 28.	Willing to take risks
___ 14.	Flatterable	___ 29.	Understanding
___ 15.	Happy	___ 30.	Secretive

78 1 Never or Almost Never True	2 Usually Not True	3 Sometimes But Infrequently True	4 Occasionally True	5 Often True	6 Usually True	7 Always or Almost Always True

___ 31. Makes decisions easily
___ 31. Compassionate
___ 33. Sincere
___ 34. Self-sufficient
___ 35. Eager to soothe hurt feelings
___ 36. Conceited
___ 37. Dominant
___ 38. Soft-Spoken
___ 39. Likable
___ 40. Masculine
___ 41. Warm
___ 42. Solemn
___ 43. Willing to take a stand
___ 44. Tender
___ 45. Friendly
___ 46. Aggressive
___ 47. Gullible
___ 48. Inefficient
___ 49. Acts as a leader
___ 50. Childlike
___ 51. Adaptable
___ 52. Individualistic
___ 53. Does not use harsh language
___ 54. Unsystematic
___ 55. Competitive
___ 56. Loves children
___ 57. Tactful
___ 58. Ambitious
___ 59. Conventional
___ 60. Gentle

BSRI SCORING AND INTERPRETATION SHEET

The adjectives on the BSRI are arranged as follows:

1. The first adjective, and every third one thereafter, is masculine.
2. The second adjective, and every third one thereafter, is feminine.
3. The third adjective, and every third one thereafter, is neutral.

INSTRUCTIONS:

1. Sum the ratings you assigned to the masculine adjectives (1,4,7,10,etc.) and write that total here: _____. Divide by 20 to get an average rating for masculinity: _____.
2. Sum the ratings you assigned to the feminine adjectives (2,5,8,11,etc.) and write that total here: _____. Divide by 20 to get an average rating for feminity: _____.

INTERPRETATION:

3. Share your scores with others in your group to establish the median scores for each scale. (The median is that score above which 50 percent of the group members scored.)
4. Classify yourself according to the chart below by determining whether you are above or below your group's medians on masculinity and feminity.

Masculinity Median Score _____

Femininity Median Score _____		Below the Median	Above the Median
	Below The Median	Undifferentiated	Masculine
	Above The Median	Feminine	Androgynous

5. Study the items on the BSRI to explore how you see yourself with regard to your sex-role identity. You may wish to solicit feedback from other group members on whether they would rate you in the same ways.

(The 1977 Annual Handbook for Group Facilities, pp. 83-88)

REVERSING SEX ROLES IN WRITTEN MATERIALS

PURPOSE: To have students experience and appraise their own reactions and feelings when sex roles are reversed in reading materials.

APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Short stories, reading books, etc.

ACTIVITY: Students will read a story together as a class or in a small group, substituting a female name for each male character and a male name for each female character in the story.

After the students complete the story, the teacher will help the students examine their feelings and reactions.

Of course, the questions would need to be designed for the individual story selected. Some important kinds of discussion questions might include:

1. Did the story sound funny when the roles were reversed?
2. Did you like to see the girl (or woman) make decisions and get others out of trouble or solve their problems?
3. Did it seem strange to see the father taking care of the house while the mother went to another job? Why?
4. Did it seem strange to see the male character confused or needing help? Why?
5. Was it funny to read about boys worrying about what kinds of clothes to wear or how their hair looked?

6. Is it different to read a story about girls doing adventurous, brave, dangerous activities?

7. Did it seem "natural" to see boys cooking, sewing, or babysitting? Why?

8. If the main character was a famous person as a President or Diplomat, did it seem strange to read about a woman in this role?

(Dallas Independent School District, 50-51)

ANALYZING TEXTS FOR SEXISM

PURPOSE: To encourage students to analyze a book as they read it and to identify and reword biased language.

APPROXIMATE TIME: Thirty minutes.

MATERIALS: Variety of textbooks.

ACTIVITY: Divide the class into four groups, each student having a different textbook. Assign one of the topics to each group:

1. Analyze the pictures. How many are men? How many are women? Check for active and passive behavior of men and women.

2. Analyze content. How many main characters are male and female? Do chapter headings and subheadings indicate either sex?

3. List all the things men are doing. List all the things women are doing.

4. List examples of hostility between sexes (boys saying they cannot stand girls); generalizations about either sex (men are mechanically minded while women are more people-oriented); family patterns portrayed.

After students have 10-30 minutes to research books in groups, they share their findings. Let the group determine the following:

1. Are work and family patterns reflecting the reality of yesterday, today, or tomorrow?

2. Is the text "female biased" (predominantly female), "male biased" (predominantly male), or "balanced"?

3. Are managers male or female? Shoppers? Clerks?

4. Do you recognize the stereotypes in this or any book so that an author does not influence your thinking without realizing it?

SEXIST LANGUAGE

PURPOSE: To help students recognize sexism in language and discuss the effects of the hidden messages in such language.

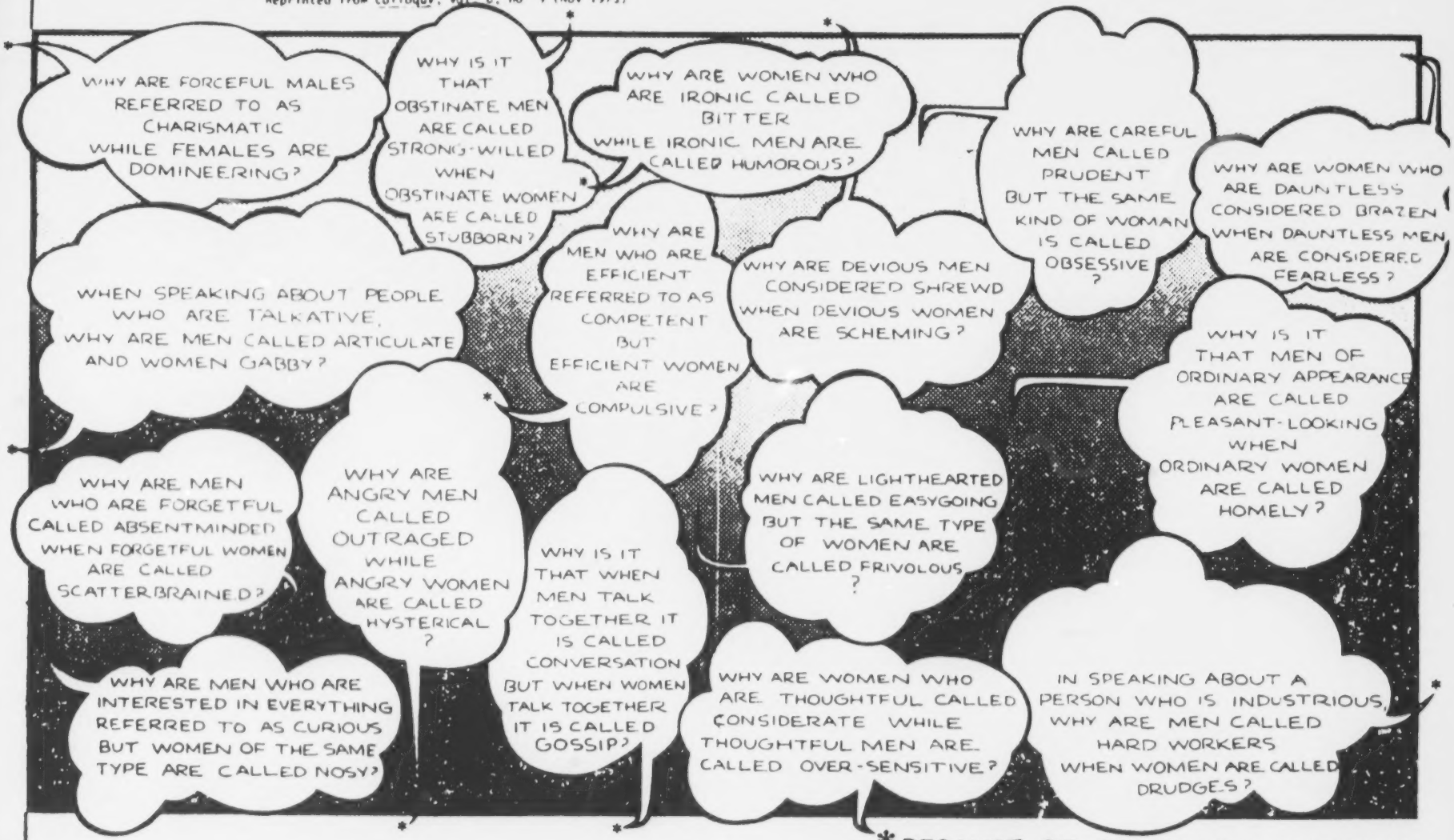
APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Attachment, opaque projector, toothpicks.

ACTIVITY:

1. Give each student three toothpicks.
2. Display attachment to class on an opaque projector.
3. Discuss the examples of sexist language. In discussion, require that each student give up one toothpick each time they speak. When the three toothpicks are gone, that individual cannot speak again. Note: Do more females or males run out of toothpicks?
4. Ask students to think of other examples.

Reprinted from Colloquy, vol. 6, no. 9 (Nov 1973);


WHY ARE FORCEFUL MALES REFERRED TO AS CHARISMATIC WHILE FEMALES ARE DOMINEERING?
WHY IS IT THAT OBSTINATE MEN ARE CALLED STRONG-WILLED WHEN OBSTINATE WOMEN ARE CALLED STUBBORN?
WHY ARE WOMEN WHO ARE IRONIC CALLED BITTER WHILE IRONIC MEN ARE CALLED HUMOROUS?
WHY ARE CAREFUL MEN CALLED PRUDENT BUT THE SAME KIND OF WOMAN IS CALLED OBSESSIVE?
WHY ARE WOMEN WHO ARE DAUNTLESS CONSIDERED BRAZEN WHEN DAUNTLESS MEN ARE CONSIDERED FEARLESS?
WHEN SPEAKING ABOUT PEOPLE WHO ARE TALKATIVE, WHY ARE MEN CALLED ARTICULATE AND WOMEN GABBY?
WHY ARE MEN WHO ARE EFFICIENT REFERRED TO AS COMPETENT BUT EFFICIENT WOMEN ARE COMPULSIVE?
WHY ARE DEVIOUS MEN CONSIDERED SHREWD WHEN DEVIOUS WOMEN ARE SCHEMING?
WHY IS IT THAT MEN OF ORDINARY APPEARANCE ARE CALLED PLEASANT-LOOKING WHEN ORDINARY WOMEN ARE CALLED HOMELY?
WHY ARE MEN WHO ARE FORGETFUL CALLED ABSENTMINDED WHEN FORGETFUL WOMEN ARE CALLED SCATTERBRAINED?
WHY ARE ANGRY MEN CALLED OUTRAGED WHILE ANGRY WOMEN ARE CALLED HYSTERICAL?
WHY ARE LIGHTHEARTED MEN CALLED EASYGOING BUT THE SAME TYPE OF WOMEN ARE CALLED FRIVOLOUS?
WHY ARE MEN WHO ARE INTERESTED IN EVERYTHING REFERRED TO AS CURIOUS BUT WOMEN OF THE SAME TYPE ARE CALLED NOSY?
WHY IS IT THAT WHEN MEN TALK TOGETHER IT IS CALLED CONVERSATION BUT WHEN WOMEN TALK TOGETHER IT IS CALLED GOSSIP?
WHY ARE WOMEN WHO ARE THOUGHTFUL CALLED CONSIDERATE WHILE THOUGHTFUL MEN ARE CALLED OVER-SENSITIVE?
IN SPEAKING ABOUT A PERSON WHO IS INDUSTRIOUS, WHY ARE MEN CALLED HARD WORKERS WHEN WOMEN ARE CALLED DRUDGES?
* BECAUSE OF SEXISM IN LANGUAGE

BEST COPY AVAILABLE

THE NEGATIVE EFFECTS OF SEX-BIASED WORDS

PURPOSE: To develop the students' awareness and understanding of sexism in language and its negative effects.

APPROXIMATE TIME: Thirty minutes.

MATERIALS: Pen, paper, and chalkboard.

ACTIVITY:

1. Have students make a list of female words - words used to refer to females - and then a list of male words.

   Examples

   Female Words: Spinster
   Old Maid
   The Office Girl
   Gal
   Career Woman
   Housewife
   Little Old Ladies
   The Little Woman
   The Weaker Sex
   Tomboy
   Authoress, Hostess, Heiress, etc.
   Dame
   Slang: chick, baby, broad, etc.

   Male Words: The Better Half
   Sissy
   Old Man
   Jock
   Boy

2. Have students form small groups and consolidate their lists. Have one person from each group read the list to the class so that a master list can be put on the board.

3. As a class, answer the following questions:
   a. What is the parallel word for the other sex?
   b. Is it a negative word?
   c. Does it connote status?
   d. What are other kinds of words referring to males or females? What assumptions are expressed?
   e. Try to list adjectives for males and females - negative ones.

   Examples

   Female: hysterical
   shrill
   nag

   Male: cocky
   henpecked

EFFECTS OF STEREOTYPED SEX ROLES ON COMMUNICATION

PURPOSE: To explore sexism in language and look at how stereotyped sex roles affect communications.

APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Student copies of the attached article and chalkboard.

ACTIVITY:

1. Someone reads the attached article to the class.
2. Go back through the article and have students note phrases or descriptions that are not usually used in referring to a male. List on the board references that were used that are "typically" female; i.e., "beautiful home."
3. Class Discussion:
   a. Did the article sound funny?
   b. Were parts of the article hard to comprehend because the gender was reversed?
   c. Is it appropriate to use these language differences in order to describe females and males?
4. Suggest that students look for similar examples in local newspapers, magazines, textbooks, vocational program materials, etc.

PERKY, SLIM, VIVACIOUS EDITOR TURNS 49

Ed. note: The following bulletin was prepared by a member of the Washington Post's Style Section to commemorate the 50th anniversary of women's suffrage and the birthday of the Post's Executive Editor, Benjamin Bradlee.

Ben Bradlee, slim, attractive but complex executive editor of the Washington Post is 49 years old today, but he doesn't look it.

How does he manage to combine a successful career with the happy home life he has created in his gracious Georgetown home?

In an interview today, pert, vivacious Mr. Bradlee revealed his secret. He relaxes after a day of whirlwind activity of the newspaper world by whomping up a batch of his favorite pecan-sauerbraten cookies for his thriving family.

Father of seven, youthful-looking Mr. Bradlee quips, "I enjoy working for the Post, but every family needs a strongly based home life."

"Sometimes," he sighs, "I almost wish I could work part time. After all, the public's trust in the newspaper is great, but all my azaleas are dying."

What does Mrs. Bradlee think of her debonair husband's flair for journalism?

"I think it's great," she said, "Every wife should let her husband work. It makes him so well-rounded. Now he has something to talk about at the dinner table."

She appreciates the extra effort he takes to maintain his youthful looks and figure despite his busy, busy day.

Mr. Bradlee loves his work, but he is aware of the dangers involved. So far he does not feel that he is in competition with his wife.

"When that day comes," he said with a shudder, "I'll know it's time to quit."

Mr. Bradlee's quick and easy recipe for pecan-sauerbraten cookies appears in tomorrow's bulletin.

THE GENDER DIFFERENCE IN COMMUNICATIONS

PURPOSE: To discuss sex bias as it affects communications.

APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Questionnaire forms and pencils.

ACTIVITY: Ask students to complete the Gender Communication Quiz. Have the class, as a group, go over the answers. (Teacher gives out answers.)

Discuss the answers on facts presented by the questionnaire, especially the ones where the students seem to disagree. Give more time on discussion of items 5, 10, 14, 16, 17, and 19, which concern classroom communication. Allow students to describe and discuss the communication pattern in the classroom.

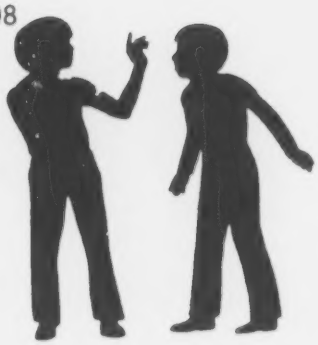
GENDER COMMUNICATIONS QUIZ

How much do you know about how men and women communicate with one another? The 20 items in this questionnaire are based on research conducted in classrooms, private homes, businesses, offices, hospitals—the places where people commonly work and socialize. If you think a statement is generally an accurate description of female and male communication patterns, mark it true. If you think it's not an accurate description, mark it false.

	True	False
1. Men talk more than women.	☐	☐
2. Men are more likely to interrupt women than they are to interrupt other men.	☐	☐
3. There are approximately ten times as many sexual terms for males as for females in the English langauge.	☐	☐
4. During conversations, women spend more time gazing at their partner than men do.	☐	☐
5. Nonverbal messages carry more weight than verbal messages.	☐	☐
6. Female managers communicate with more emotional openness and drama than male managers.	☐	☐
7. Men not only control the content of conversations, they also work harder in keeping conversations going.	☐	☐
8. When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes.	☐	☐
9. Women are more likely to touch others than men are.	☐	☐
10. In classroom communications, male students receive more reprimands and criticism than female students.	☐	☐
11. Women are more likely than men to disclose information on intimate personal concerns.	☐	☐
12. Female speakers are more animated in their conversational style than are male speakers.	☐	☐
13. Women use less personal space than men.	☐	☐
14. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation.	☐	☐
15. In general, women speak in a more tentative style than do men.	☐	☐
16. Women are more likely to answer questions that are not addressed to them.	☐	☐
17. There is widespread sex segregation in schools, and it hinders effective classroom communication.	☐	☐
18. Female managers are seen by both male and female subordinates as better communicators than male managers.	☐	☐
19. In classroom communications, teachers are more likely to give verbal praise to females than to male students.	☐	☐
20. In general, men smile more often than women.	☐	☐

Sadker, M.

Answers To Gender Communications Quiz



1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. False
9. False
10. True
11. True
12. True
13. True
14. True
15. True
16. False
17. True
18. True
19. False
20. False

Scoring

18 to 20 Correct: Professor Henry Higgins has nothing on you. You are very perceptive about human communication and subtle sex differences and similarities. For you, perhaps the most important question is: Do you act on what you know? Are you able to transform your knowledge into behavior that will enhance communications for yourself and for those around you?

16 to 17 Correct: You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read about the topic, trust your instincts, and act on your knowledge.

13 to 15 Correct: Like most people, you've picked up some information about how people communicate—but you're missing a lot too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

Fewer than 13 Correct: You've missed more than your fair share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look and listen when you're with a group of people. Analyze the flow of communication. Remember you may miss your personal and professional goal if you also miss key verbal and nonverbal cues about conversational power, politics, and the gender gap.

NON-TRADITIONAL ROLES IN SCHOOL PROGRAMS

PURPOSE: To discuss ways that school programs perpetuate sex-role stereotypes.

APPROXIMATE TIME: Twenty minutes.

MATERIALS: Student copies of "The Home Ec Hassle" and "The Carpentry Caper."

ACTIVITY: Distribute "The Home Ec Hassle" and the "Carpentry Caper" on the following pages. After students have finished reading each brief story, conduct a class discussion.

1. Tell students that these stories demonstrate one way that schools exert pressure on students to conform to sex-role stereotypes. In what other ways can schools create or reinforce sex-role stereotypes?

2. What are some of the negative consequences of sex-role stereotyping?

3. What can schools do to encourage students to avoid sex-role stereotyping?

4. Review with the class how the characters in the story feel and behave. Then ask students to rank-order each of the characters, from the one they admire most to the one they admire least. Ask selected students to share their rank orders and to explain the rationale for their ratings.

(Sadker, D., p.14)

THE HOME EC HASSLE

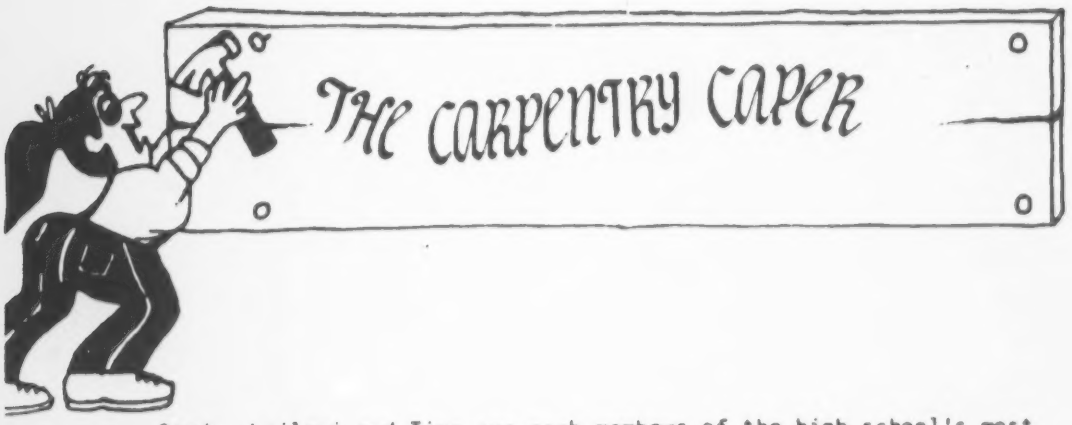
Bert, Alan, and Alika are each members of the high school football team. They are also practical boys who think that it is important to be self-sufficient and know how to take care of themselves. They want to learn about cooking, sewing, and child care, so they consider enrolling in the school's home economics course. They also think home ec may give them training for a variety of future careers.

They take their schedules of selected courses to the guidance counselor who does not react favorably to their taking home economics. "Why do you want to bother with home ec? You'll probably get married and have all the cooking and sewing taken care of for you." Despite the guidance counselor's remarks, the boys enroll in the home economics class. They expect to take some kidding, but they are surprised at the intensity of the reaction. One of their football teammates Craig leads a group of students in continually teasing and badgering them. Craig starts a fad of "happy homemaker" jokes, pins aprons on the boys' uniforms, and calls the boys the "sewing circle."

Bert's girlfriend, Lori has always enjoyed the prestige of going out with a star football player. This new turn of events is not at all to her liking. She doesn't want to be associated with the butt of a joke, and she says that if Bert doesn't quit home ec, she's going to quit him.

The football coach is upset by all the problems that this home economics course is causing. He feels that it is responsible for low team morale and calls the boys in for a conference. "Look," he says, "I'm running a football team, not a sewing circle. Now why don't you drop the home ec course before this happy homemaker thing gets out of hand." When the school principal hears of the issue, she makes it clear to the boys that they have a right to take home ec and she will support that right.

Bert is shook up by the happy-homemaker hassle, decides it's not worth upsetting the coach and the team, and drops the course. Alan concludes that he really wants to take home economics. He decides to ignore the teasing and stay in the class. Alika is so angry about the pressure being put on him that he quits the football team and joins a group of high school students who are forming a new club for men's and women's liberation.



Sandy, Leilani and Tina are each members of the high school's most popular female social club. They are also practical girls who think it is important to be self-sufficient and know how to take care of themselves. They want to be able to make repairs around the house and build simple furniture, so they considered enrolling in the school's Woods course. They also think that Woods may expose them to tools and skills useful in a number of future careers.

They take their schedules of selected courses to the guidance counselor who does not react favorably to their taking Woods. "There are so many things to take that are important for you," he says. "Why do you want to bother with Woods? You'll probably get married and have all the repairs taken care of for you." Despite the guidance counselor's remarks, the girls enroll in the Woods class. They expect to take some kidding, but they are surprised by the intensity of the reaction. One of their fellow social club members, Jennifer, leads several of the other club members in continually teasing and hassling them. Jennifer starts a fad of "hard hat" jokes, puts nails and screws in their lockers and on their desks, and calls the girls the "construction crew."

Sandy's boyfriend, Tony, has always enjoyed the prestige of going with one of the most popular girls in school. This new turn of events is not at all to his liking. He doesn't want to be associated with the butt of a joke, and he says that if Sandy doesn't quit Woods, he's going to quit her.

The social club advisor is upset by all the problems that this Woods course is causing. She calls together the 3 girls to stop the friction among the members. "Look," she says, "I'm advising a social club, not a construction crew. Now, why don't you drop the Woods class before this hard hat thing gets out of hand." When the school principal hears of the issue, she makes it clear to the girls that they have a right to take Woods and she will support that right.

Sandy is shook up by the construction crew hassle and decides it's not worth upsetting the advisor and club members so she drops the course. Leilani concludes that she really wants to take Woods. She decides to ignore the teasing and stay in the class. Tina is so angry about the pressure being put on her that she quits the social club and joins a group of high school students who are forming a new club for men's and women's liberation.

SEX BIAS/STEREOTYPING IN THE SCHOOL

PURPOSE: To develop students' opinions about sex bias within the school.

APPROXIMATE TIME: Twenty minutes.

MATERIALS: Paper, marker pen.

ACTIVITY: The students will complete the following activities to examine feelings of sex bias in their school.

Students will be divided into groups and will do the following:

1. List one thing from each person in your group that pleases her/him most about her/his school.
2. Make a second list of one thing each (which is sex biased) would like to change.
3. Choose one spokesperson to relate thoughts from each group to the class and discuss.
4. Notice, among each group, who assumes role of notetaker in each group and who is the spokesperson. Discuss especially the second list with the entire group.

(Verheyden-Hilliard, 73)

SEXISM IN PUBLIC MEDIA

PURPOSE: To enlighten students to the ways in which the public media perpetuates stereotyped sex roles and sex bias and to increase their awareness of the media's influence on their own thinking and behavior.

APPROXIMATE TIME: Fifty minutes in class and one out-of-class assignment.

MATERIALS: Students will need out-of-class access to televisions and magazines. Tabulation sheets attached.

ACTIVITY: This can be one activity by dividing the class in half, having one-half review and report on television and the other half review and report on magazines, or can be two activities.

1. Give the students the appropriate tally sheets to complete and return to class. Explain and discuss how to use these sheets.

2. In class, make a group tally of what the students found in their reviews.

3. Discuss the following:
   a. What is the prominent message about how males are supposed to look? How are they supposed to behave?

   b. What is the prominent message about how females are supposed to look? How are they supposed to behave?

   c. How "real" are the media images we see; with real meaning, how much are they like us or the people we know?

   d. How does the difference between what we see in the media and what we see around us make us feel about ourselves? How does it affect the way we act?

SEXISM IN MAGAZINES

Check as many different kinds of magazines as possible, such as sports, romance, news, women's, and teen's. Name each magazine and try to fill in as much of the following chart as possible.

(The results of this chart should tell you, the audience, what this magazine publishere has in mind.)

Advertisements

Number	Women	Men	Girls	Boys
In Action				
Aim of Product Sale				

Cite Examples of Sex Bias: _____

_____

_____

Pictures

Number Pictured	Women	Men	Girls	Boys
Number in Action				

Describe body types of people pictureD: _____

_____

_____

Articles or Stories

Number	Women	Men	Girls	Boys
Leading Role or Important Information				
Decision Makers				

Bring to class some magazine pictures which show examples of female and male behavior. How real are these magzine portrayals? Do you know anyone in real life like the people you find in magazines? YOUR COMMENTS: _____

_____

_____

SEXISM ON TELEVISION

Watch different television shows. Try to see as many different types of shows as possible. Name each show you see and try to fill in as much of the following chart as possible.

Characters in the Show	Women	Men	Girls	Boys
Names of Leading Characters				
Clothes and Physical Appearance				
Feelings and Emotions				
Actions				
Background Voices				

Now think about what TV tells us about female and male roles.

DESCRIBE:

The "Average" TV Woman	The "Average TV Man

To what extent do you feel these descriptions are real or unreal? Are people you know in real life like those on TV?

SEXIST HUMOR

PURPOSE: To examine and discuss sex bias/stereotyping conveyed in cartoons and comic strips.

APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Student answer sheets (attached).
Examples of cartoons or comic strips typifying sexism. (Due to copyright restrictions, examples cannot be attached.)

ACTIVITY: Divide class into small groups. Give students the following instructions:

Examine examples you have been given. Answer the following questions and report to class what you find by analyzing the "humor" messages. Use space between questions to jot down notes for discussion.

After ten minutes, have each group report to the class.

1. Does the item imply that males and females are different from each other?

2. How is the difference communicated in the item? (Look for details, such as nature of dress, behavior or mannerisms, physical appearance, and things that are said.)

3. Is the difference one that you think is common to females and males (assuming similar age of subjects)?

4. Who might find this item amusing?

5. Who might find this item offensive?

6. There is a saying: "There is no harm in a good laugh." Can you think of any way in which this kind of humor might be harmful or perpetuate sexism?

SEXISM IN ADVERTISING

PURPOSE: To enlighten students to the ways in which printed advertising perpetuates stereotyped sex roles and sex bias and to increase their awareness of the media's influence on students' ways of thinking and behaving.

APPROXIMATE TIME: Fifteen to thirty minutes.

MATERIALS: Printed advertising copy typifying sexually biased messages. (Due to copyright restrictions, examples cannot be attached.)

ACTIVITY: Divide the class into small groups. Give students the following instructions:

Examine advertisements you have been given. Answer the following questions and report to the class what you found by analyzing advertising. Use space between questions to jot down notes for discussion.

After ten minutes, ask each group to report to the class.

1. Which kind of products and services seem to be advertised by females and which by males? Why?

2. Are there products and services used by males and females but primarily by those of one gender or the other?

3. Do advertisements imply that males are different from females?

4. How are the differences communicated? (Background settings, props, behavior or mannerisms, physical implications, things that are said, etc.).

5. Are the differences ones that you think are common to males and females?

6. Would anyone be offended by these advertisements?

   If so, who?

   For example:

   a. If the advertisement is unbelievable, would only women disbelieve the message since the advertisement is aimed at women?
   b. Would only men disbelieve the message?
   c. Do only women concern themselves with dirty collars?
   d. Do only men gather outdoors and socialize over drinks?
   e. Do either do either?

DEBATES DEALING WITH SEX-BIASED ISSUES

PURPOSE: To demonstrate sex-biased positions on various discussions through debate process. By posing a hypothetically common situation, students are forced to look at both sides of the issue and examine the irrationality of sexism.

APPROXIMATE TIME: Twenty minutes per question. There are four issue questions. All four could be done in one class session, or they could be presented for 20 minutes at four different sessions.

MATERIALS: None.

ACTIVITY: Divide class into four issue groups. Each group will then be divided into a pro or con debate team. Class members are randomly assigned to pro/con debate team positions, with attention to female/male composition of each side of debate teams (at least one female and one male on each side of issue).

Give each team five minutes to discuss among themselves their side of the issue. Each side gets two and one-half minutes to present argument. Follow debate with five minutes of class discussion of points presented.

SITUATION #1

Background information: Local high school basketball coach resigns. Applications are taken for replacement. Two applicants are clearly most qualified and are actually selected for final interview.

First applicant: Male, 35, started on local university team, 10 years coaching experience.

Second applicant: Female, 35, all-American female team, state university, 10 years coaching experience, female teams.

Statement: Female should be hired, since she has achieved greater stature as a player and both are equally qualified.

SITUATION #2

Background information: In the 1930's, 90% of all bookkeepers, clerks, and secretarial positions were occupied by males. In the 1980's, 95% of these same positions are occupied by females.

Statement: As larger numbers of females enter the work force, it has been determined that these kinds of positions are better suited to women in contrast to higher level positions, such as computer operators/programmers, personnel managers, technical writers, etc.

SITUATION #3

Background information: Land's End County Schools has twenty-one schools, including elementary schools, middle schools, high schools, and vocational/technical schools.

Statement: Preference should be given to female candidates for principalships until the balance reflects approximately 50%-50% female/male principals.

SITUATION #4

Background information: Virtually all professionally trained and employed chefs, gardeners, and tailors are male. However, the majority of all home-based cooking, gardening, and clothing mending is done by females.

Statement: Females are capable of performing these tasks at a home-based level; however, males are more suited to the excellence level required of a professional practitioner in these skills.

SEXISM AS A LONG-TERM ASSUMPTION

PURPOSE: To demonstrate sex and age bias/stereotyping to illustrate sexism as a long-term intergenerational assumption.

APPROXIMATE TIME: Five minutes (fifteen minutes if questions used).

MATERIALS: Paper and pencil.

ACTIVITY: Read the following descriptions and ask the students to guess the age and sex of the following persons and to record their answers. (These are true stories.) Give the answers after reading all six descriptions.

1. Person swam for one mile across Long Beach Harbor handcuffed, towing 13 rowboats filled with 76 young people. (Answer: Jack LeLanne, Age 62)

2. Person bicycled 4,500 miles from Seattle, Washington, to Williamsburg, Virginia, in three months. (Answer: Bernice Tillson, Age 68)

3. Person has flown more than 5,000 hours. In 1975, person flew solo across Atlantic Ocean in a single-engine plane. (Answer: Marian Hart, Age 83)

4. Person is a disc jockey who hosts a one-hour show every Wednesday evening on Station KSHE in St. Louis, Missouri. (Answer: Ruth Hutchinson, Age 88)

5. As a result of an accident, person has been seriously handicapped and confined to a bed in a nursing home for years. Person unable to dress self, wash, or feed self. (Answer: Mary S., Age 21)

6. Person graduated from Boise State University with a bachelor's degree in mathematics in May, 1982. (Answer: Jay Luo, Age 12)

Optional: Discuss the following questions:

1. For which people was your guess of sex or age different from the actual?

2. Why do you think you guessed the wrong sex or age?

3. To what extent does sex determine what we expect a person to do?

4. To what extent does sex determine what a person can do?

5. Why are females or males, young or old, able to do things that we usually attribute to other sexes or ages?

EFFECTS OF SEX BIAS AND SEX ROLE STEREOTYPING ON SUCCESS

PURPOSE: To examine roles of successful men and women and to explore the effects of sex bias/stereotyping on achievement and recognition.

APPROXIMATE TIME: Fifteen minutes.

MATERIALS: Chalkboard, chalk.

ACTIVITY: Class will:

1. List 10 famous men.
2. List 10 famous women.
3. Compare the lists and ask if the lists are different in source of fame.
4. List 10 men who have made major contributions to society.
5. List 10 women who have made major contributions to society.
6. Compare the lists. Which was easier to come up with?

WOMEN IN LEADERSHIP

PURPOSE: To discuss women in leadership positions and increase the student's awareness of sex-role stereotypes that limit women's access to such positions.

APPROXIMATE TIME: Twenty minutes.

MATERIALS: Index cards (or small slips of paper), pencils, and chalkboard

ACTIVITY:

1. Have students list and discuss the characteristics and personal qualities required to be a leader.
   EXAMPLE: decision maker, influence people, etc.

2. On index cards, have students answer the following: Should a woman be president of the United States? Yes, because...; No, because.... They should not identify themselves on the cards.

3. Collect the cards and read the answers to the class. Have someone make a list on the board as the answers are read:
   Yes, because...; No, because....

4. In the discussion of the answers, have the class consider other world leaders (Gold Meier, Indira Ghandi, etc.) and women in other local, state, and national offices.

SEX BIAS/STEREOTYPING EFFECT ON CREATIVITY

PURPOSE: To explore the female/male differences in expression of creativity.

APPROXIMATE TIME: Fifteen minutes

MATERIALS: Paper, pencils, and some common object such as a paper clip, stick of wood, bandaid, etc.

ACTIVITY: The teacher presents the object and asks the students to write down as many uses for the object - no matter how unusual. These uses can include one part of the object or all of it.

After the students have written their lists (take about five minutes), they start sharing their creativity. The rest of the class ranks each student on a scale of 1-10 for the highest grade of creativity. The teacher leads a discussion as to the similarities and differences of males/females in the overall results of creativity.

Look at the student scores. Which scores are the highest? Often males are more overtly creative than females. Do the class results show this? What might create this difference? (Note to teachers: studies have shown that males are more often encouraged and rewarded for being creative.)

INFLUENCE OF SEXISM ON CLOTHING

PURPOSE: To list examples of unisex clothing and discuss how stereotyped sex roles and sex bias influence our selection of clothing.

APPROXIMATE TIME: Ten to fifteen minutes.

MATERIALS: Chalkboard

ACTIVITY:

1. Discuss current examples of unisex clothing and list on chalkboard.

   Sweats - pants or shirts
   Jams
   Camp shirts
   Polo shirts
   Tee shirts
   Gym (active) shorts
   Drawstring pants
   Ski (turtleneck) shirts

2. Move on to past and future unisex clothing.

   Pantsuits of early 70's
   Jumpsuits of future

3. Discuss how clothing is related to stereotypical sex roles.

4. List female/male differences in the clothing styles of the students. Discuss the extent that social expectations dictate what is appropriate for female clothing and male clothing.

GETTING "IT" OUT OF THE CLASSROOM

(Guidelines for removing sex bias from instruction and instructional materials)

Attitudes and beliefs, such as sex bias, become so ingrained in our manner of thinking that they are transmitted through our behavior almost subconsciously and habitually. In addition to proactively addressing the issues of sexism through classroom activities, educators need to examine their other behaviors and teaching techniques. As cited earlier, recent studies have shown ways in which teachers overtly respond to females differently than males. The first place to begin the elimination of sex bias and sex role stereotyping is with the teacher's behaviors. An effective way for the individual classroom or vocational teacher to realize how they relate to their students is to have a colleague videotape their teaching or to record observations. It is important that educators be aware of their own behaviors and understand ways in which they nonverbally and indirectly convey messages of sex bias. Only then can they begin to remove sexism from the classrooms and vocational instructional settings.

The ideas for the entire following set of guidelines were taken from Women on Words and Images. This work was selected to be included in this handbook because it very aptly and extensively covers areas in which vocational and secondary teachers can identify and correct sex biases contained in instructional materials. These guidelines should be used not only for textbooks and other instructional aids but for all materials used in the secondary and vocational classroom. Again, to stress that the teacher's role is critical, these guidelines should also be used to expose the sexist messages in the teacher's written and oral language. If sexism

is to be eliminated, educators must first increase their awareness of the issue and its detrimental effects. It is time to address the reality that sexism does exist and that we all, to varying extents, perpetuate the attitude-- even if we've never said it.

Women on Words and Images, Guidelines for Sex Fair Vocational Education Materials. Princeton, New Jersey. 1978. The ideas for the entire following section were taken from this source.

THE CREATIVE USE OF BIASED MATERIALS IN A NON-BIASED WAY

A large percentage of the vocational and regular education materials currently in use in schools and other institutions is sex biased. That is, occupations and social roles have been defined and portrayed on the basis of sex. This bias considerably limits the scope of occupations presented to females and, to some extent, those presented to males.

Based on current and projected labor statistics and demographics, the traditional roles and occupations these materials present to women do not prepare them realistically for careers that will enable them to become self-sufficient adults, something our changing society is requiring from increasing numbers of women. And, by limiting roles and occupations on the basis of sex, many males are prevented from realizing their fullest potential. There are many undesirable ramifications of this situation for the individual and for society.

For economic reasons, and in some instances because of unavailability of nonbiased materials, schools and other institutions will continue to use biased materials. The following guidelines are intended to aid regular classroom and vocational education teachers in recognizing and dealing with sex biases contained in these materials in such a way as to mitigate their effects. They will help prepare students more realistically for the future

and aid more students in realizing their career potentials. The guidelines may also be used to help students explore their own biases, which are the result of their culture.

The guidelines were developed by Women on Words and Images from an analysis of vocational education materials conducted under a contract granted by the U.S. Office of Education, Bureau of Occupational and Adult Education. In addition to producing guidelines for the use of biased materials in a nonbiased way, the purpose of this contract also was to create guidelines and a check list for sex-fair vocational education materials to be used by the publishers of these materials. The categories presented here: language, roles, personal traits, physical attributes, and illustrations which are contained in the examples used to illustrate them, were taken from the materials examined.

DEALING WITH LANGUAGE

. Masculine generic forms

Point out the use of masculine generic terms; for example, mankind instead of humanity, manpower instead of human energy; man-made when referring to artificial or synthetic. Discuss this aspect of language with the students. Use the following questions to stimulate discussion:

Do the female members of the class feel a part of the generic class labeled mankind?

Why should generic male terms be used to indicate both males and females? If it is really meant to be inclusive, why not use a gender-free term such as humankind?

. Masculine pronouns

Point out the use of masculine pronouns he, his, him, where he or she, her or his, or him or her should be used. Raise the same questions as suggested above.

. Gender nouns that denote occupations

Point out the use of masculine gender nouns that denote occupations; for example, businessman, middleman, fireman, policeman, salesman, foreman. Discuss these terms using questions similar to those above:

Do female students feel excluded from occupational categories labeled businessman, salesman, foreman?

Shouldn't we use common gender nouns such as firefighter, salesperson, or businessperson, which are nonbiased and do not exclude people on the basis of sex?

. Inconsistencies

Point out inconsistencies in language in the materials. This may be the result of good intentions, but reflects a lack of awareness, or in some cases, tokenism. For example, a text may begin with the statement, "Both men and women can be electricians," and then continue to refer to "the electrician...he." Other examples are the occasional use of she/he, but more frequently he is used; or the use of he/she with masculine occupational nouns such as policeman, fireman, etc.

. Disparaging words

Point out disparaging words such as "cute secretary," "the girls

in the front office," "the attractive nurse." Raise the following questions:

Are adjectives such as cute, attractive, or beautiful, appropriate for the occupations?

What are the students' reactions to the use of girl instead of woman?

What are the students' reactions to the use of boy in place of man? What does the phrase "the boys in the office" connote? Contrast these reactions to "the men in the office."

Are the reactions to girl and woman different from boy and man? Do they have different connotations?

Who might use the phrase "the girls in the office" or "the boys in the office?" Does who is using the phrase make a difference?

Avoidance of reference to gender

Point out instances where any reference to gender has been avoided in relation to occupations and roles; for example, "the electrician will ...," "the plumber does...." While this avoids stereotypical language, it is ineffective in increasing the career options presented for males and females and leaves us with the old mental images. Pointing out that gender-free terms include both males and females will help break down these stereotyped images.

Discuss the cumulative effect of biased language:

What effect does the constant use of sex-biased language have on students?

How does it help shape their self-concept?

Are males and females conditioned to think differently about themselves as a result of the cumulative effect of sex-biased language in these materials as well as elsewhere?

DEALING WITH ROLES

. Stereotypical occupational roles

Call attention to stereotypical occupational roles. For example, are only males addressed when the materials discuss plumbers, machinists, welders, electricians, bricklayers, etc.? Are only females addressed when the materials discuss nurses, secretaries, beauticians? Discuss these occupational roles with the students. Use the following questions to stimulate the discussion:

Is there anything required, physically or mentally, by the occupation which could not be done effectively by either sex?

Are there currently members of both sexes in this occupation? For example, there are female telephone lineworkers, welders, plumbers, etc. Why aren't these shown in all materials dealing with these occupations?

How do the students feel about male nurses, female doctors, male secretaries, female welders, etc.? Point out that the biases they may have to these nontraditional occupational roles reflect cultural stereotypes about the sexes.

Are men seen as less masculine and women as less feminine if they choose nontraditional roles? What is masculinity? What is

femininity? What does sexuality have to do with occupational roles?

. Inconsistencies in presenting occupational roles

Point out and discuss any inconsistencies in the presentation of occupational roles. For example, are both male and female assembly line workers shown and only male plant supervisors? Are male secretaries shown but not female executives?

. Leadership roles

Are only males shown in leadership roles? For example, are the presidents, vice presidents, and owners of businesses always male?

Are police captains, shop supervisors, and office managers always male? The following questions can be used to facilitate a discussion:

Could women with equal training and experience do the job as effectively?

Do the materials being used reflect what exists in society? If they do, should this situation continue to exist? Why? Are individuals or society losing anything from this?

. Tokenism

Point out any tokenism in the material being used. Does the material only occasionally present a nontraditional occupation for either males or females? For example, does a text on the building trades present just a few occupational roles for women? Does a text dealing with the paramedical profession present only a few roles for men? Or does the material present men and women in all roles working earnestly and equally side by side?

Social roles

Are vocational choices tied to social roles? Are only women told to choose occupations that will allow them time off and flexible schedules to accommodate raising a family? The option to do this should be presented to both sexes as a matter of choice, not prescription. Are secondary roles attributed to wives? For example, "the shop owner's wife can keep the books and do the secretarial chores." Are females portrayed as possessions and dependents? For example, "After the children have grown, many husbands allow their wives to go back to work," or "Most married women do not need full-time jobs." Are only two-parent nuclear families shown, with father as wage earner and mother as homemaker? The area of social roles is probably the most difficult one to deal with. Most students have spent their lives in a stereotypical environment and have read many biased textbooks. Many of them do not have the confidence or inner resources to explore options on their own. The following questions explore stereotypical social roles in some biased materials, and will help students deal with their own cultural biases:

Given the fact that 90% of the women in the U.S. work for some portion of their lives, and the number of women in the labor force is increasing every year, shouldn't women prepare for careers in which they will find satisfaction and not ones that only allow them a flexible schedule?

Shouldn't men also be given the option of having more time to spend raising their children?

Should the total or major responsibility for the financial support of the family always be placed on the father?

Should women have to choose between having a career or being mothers? Does our society ask this of men? Why? Why does it seem that women know more about raising children than men? Could men develop this ability also? Would knowing this destroy their masculinity?

If a woman chooses both to have a family and a career, is she less likely to be a good mother? Is it possible for her to do both well? What ingredients are necessary for her to be able to do both well?

If a man chooses a less time-consuming job, or chooses to be the parent who takes time out of a career to be at home with the children, is he less masculine?

Should women prepare themselves to be financially independent? What is the best way to do this?

Should a husband have the right to allow or not allow his wife to return to work if she has taken time out of her career to be at home? Why?

Should the job of homemaker be relegated by one spouse to another, or should the needs of both people be taken into account?

What happens to a person when potential, ambition, and desire for a vocation are thwarted?

DEALING WITH THE PORTRAYAL OF PERSONAL TRAITS

. Personal traits

Point out instances where personal traits are sex linked. For example, are the traits of independence, decisiveness, persistence, inventiveness, or creativity expected more often of men than women? Are men portrayed as having these characteristics more often than women? Are women shown as being more vain and emotional and less assertive and competent than men? Point out that the capacities for these qualities exist in both males and females and that there is a need to develop positive traits in both sexes. Make a list of positive job-related traits. AsK the following questions:

Do the students see some of these as desirable only for males or only for females? Why?

Have males and females been socialized differently?

Should these traits be encouraged in all human beings?

. Physical attributes

Is unnecessary reference made to physical attributes, such as the "attractive" secretary or the "good looking" vice president? If the attributes are not job related, there is no need to mention them. Students should be made aware of these when they are sexist.

DEALING WITH SEX-BIASED ILLUSTRATIONS

The illustrations in educational materials reinforce the images presented in the text. Teachers should be aware of biases, some of them subtle but potent, that exist in many illustrations. These should be

pointed out to students. They can be a concrete base from which to discuss the biases in the materials. The following are particular areas of concern.

. Omissions

Have either males or females been omitted from traditionally sex-stereotyped occupations? For example, the text may state that nursing is an occupation both men and women should consider as a career but show only women in the graphics. Or a text dealing with the building trades may state that women can be electricians, plumbers, welders, etc., but show only males in these roles in the graphics. The people in these illustrations are usually shown performing the duties of a particular occupation. This is a good place to ask:

Why couldn't members of either sex do that job?

What is required physically of the person doing the job?

Since males and females come in different sizes and shapes and have varying amounts of physical strength and energy, isn't it possible there would be both males and females capable of performing jobs that require physical strength?

Do students feel that males don't have the capacities to perform traditionally female occupations and females don't possess the ability to perform traditionally male occupations, or is it because society has said that these are unattractive or unacceptable occupational roles for males or females?

Do the students think a woman welder or electrician is less feminine than a woman salesperson or beautician? Why? You may

again wish to discuss the meaning of femininity.

Do the students think a male nurse, hairdresser, or elementary school teacher is less masculine than a male truck driver? Why? You may want to have the students define masculinity again.

Should occupations be determined on the basis of sexuality or on the basis of ability, interest, and desire?

. Subordinate roles

Are women only shown in secondary roles in the materials? For example, are executives always male and secretaries always female; is the store owner always male and the sales help female; is the job supervisor always male, etc.? Should the reverse situations be shown? Why?

. Tokenism

Are women and men only occasionally illustrated in nontraditional occupations; for example, one black female doctor in an illustration of a group of doctors or one male telephone operator in a whole line of female operators. This illustrates compliance, or an attempt, but is not a wholehearted effort to eliminate sex bias.

. Physical portrayal

Are females illustrated as curvaceous, beauty queen types, and males as tall, handsome, and perfectly proportioned, instead of an array of sizes, shapes, and physical attributes that depict the population realistically?

OTHER SUGGESTIONS FOR ELIMINATING
SEX BIASES IN VOCATIONAL AND
SECONDARY EDUCATION

. Invite people employed in nontraditional occupations to speak to students.

. Use audio-visual and other supplementary materials.

. Avoid new purchases of biased materials. Some publishing companies have attempted to eliminate sex biases from materials, and some materials are more bias free than others.

. As a teacher, be aware of the myths and realities that surround the issue and point these out to students.

. Present students with an actual picture of the work world and prepare them realistically for the changes that are occurring. Some techniques that can be employed to prepare students for these changes are:

Discussion of the sex biases that exist in the culture, including their sources and how they are perpetuated.

Use of case studies dealing with the problem.

Use of role playing to get students involved at a personal level.

Use of curriculum intended to eliminate sex biases.

. Have students develop a plan of their ideal career choice, based on the occupational requirements and their aptitudes. Have them include obstacles and difficulties they would have to overcome. Have them indicate in their plan how they would surpass the obstacles. Use this as an opportunity to support nontraditional vocational options.

LANGUAGE

. Is the generic "he" used to include both males and females when sex is unspecified (e.g., the carpenter...he...)?

. Is the generic "she" used where the antecedent is stereotypically female (e.g., the housekeeper...she...)?

. Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?

. When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?

. Are occupational titles used with "man" as the suffix (e.g., chairman, businessman)?

. When a woman or man holds a nontraditional job, is there unnecessary focus on the person's sex (e.g., the woman doctor, the male nurse)?

. Are nonparallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)?

. Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?

. Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meier, mother of two)?

. Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)?

. Does a material use sex-fair language initially and then slip

into the use of the generic "he" (e.g., a worker may have union dues deducted from his pay)?

. Is the issue of sexual equality diminished by lumping the problems of women, 51% of the population, with those of minorities (e.g., equal attention will be given to the rights of the handicapped, blacks and women)?

ROLES
(occupational/social)

. Are all occupations presented as appropriate to qualified persons of either sex?

. Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary - female; construction worker, plumber - male)?

. Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)?

. Is the wife presented as needing permission from her husband in order to work (e.g., higher income tax bracket)?

. Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal Friday," will be female?

. In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)?

. Is tokenism apparent, an occasional reference to women or men in

nontraditional jobs, while the greatest proportion of the material remains job stereotyped (e.g., one female plumber, one black woman electrician)?

. Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)?

. Are only females shown as passive and inept?

. Are only females shown as lacking in desire to assume responsibility (e.g., she was delighted to have risen to be "head secretary")?

. Are only females shown as emotional (e.g., the secretary cried easily and was very thin-skinned)?

. Are only females presented as gossips?

. Are only women shown as vain and especially concerned with their appearance?

. Are only females presented as fearful and in need of protection (e.g., she wasn't able to work late and walk home at night)?

. Are only males shown as capable, aggressive, and always in charge?

. Are only males shown as brave and relentlessly strong?

. Do only males consistently display self-control and restraint?

. Are opportunities overlooked to present a range of emotional traits for females and males?

. Are women and men assigned the traditional roles of males as breadwinner and female as caretaker of home and children?

- Is a woman's marital status stated when it is irrelevant and when the same information about the man is not available (e.g., Mr. Clark and Mrs. Brown were co-workers)?
- In a family where both adults work, is it assumed that females are responsible for indoor housekeeping chores and males are responsible for outdoor lawn and car chores?
- If a couple work together in a business, is it assumed that she will assist him (e.g., Mary does bookkeeping and secretarial chores while Dan decides policy and attends to any heavy work)?
- Is information included about family relationships which is not relevant to the task (e.g., Jane Dawson, mother of four, is the new supervisor)?
- Has the writer overlooked opportunities to present equality in occupational or social roles?

OMISSIONS

- Does the text deal with the increasing movement of both men and women into nontraditional occupations?
- In historical and biographical references, are women adequately acknowledged for their achievements?
- Are quotes and anecdotes from women in history and from important living women used as frequently as those from men?
- Is there acknowledgment of the limitations placed on women in the past (e.g., women couldn't attach their names to literature, music, inventions, etc.)?

. Are women identified by their husbands' names (e.g., Mme. Pierre Curie, Mrs. F.D. Roosevelt)?

. When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?

PHYSICAL APPEARANCE

. Are females described in terms of their physical appearance and men in terms of accomplishment or character?

. Is grooming advice focused only on females and presented as a factor in being hired (e.g., advice to secretaries - "proper girdles to firm buttocks")?

. Is a smiling face considered advisable only for a woman in many occupations?

. Are only men presented or described in terms of accomplishment or character rather than appearance?

. Are only men presented as rarely concerned with clothing and hair style?

. Are men shown as taller and more vigorous, women as smaller and more fragile?

. Are women presented as more adroit with a typewriter than a saw?

. Are men presented as dextrous and at ease with tools and machines and baffled when confronted with a filing cabinet?

AUDIO-VISUAL MATERIALS

. Are male voices used consistently to narrate audio material?

. Are female voices used only when dealing with traditionally female occupations, such as child care?

. Do illustrations of males outnumber those of females?

. Do the illustrations represent mainly young, attractive and preferred body types both in composite pictures as well as in the body of the material?

. Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?

. Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?

. Are women shown caring for the home and children while men earn the income?

. When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?

. Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures?

. Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?

. Are women frequently illustrated as the cliche dumb broad or child-woman?

. Are graphs and charts biased, using stereotyped stick figures?

. Are genderless drawings used in order to avoid making a statement or to appear to be sex fair?

Are bosses, executives, and leaders pictured as males?

- Is only an occasional token woman pictured as a leader or in a nonstereotyped role?
- Has the illustrator missed opportunities to present sex-fair images?

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Sexism
EVALUATION
REPORT

ELIMINATION OF SEX BIAS & SEX ROLE STEREOTYPING IN THE CLASSROOM

1987 FIELD TEST PROJECT

MONTGOMERY COUNTY SCHOOLS

REGINA SPRAGLIN, DIRECTOR

PAMELA CHANDLER, COORDINATOR

PORJECT OVERVIEW

During the 1987 spring semester Montgomery County Schools conducted a field test project on the elimination of sex bias and sex role stereotyping in the classroom. The project focused on the use of the newly developed teacher handbook called **Sexism: What No One Ever Said But Everyone Told You.** Fourteen teachers (four english, four mathematics, four vocational skills and two special education) used activities from the handbook with their students. A total of 352 students were involved. The teachers received eight hours of in - service training and read articles revealing research data and implications on the subject. Measurement instruments included observations of post - training teacher/student interaction, pre and post treatment student sex role inventories and teacher and student evaluations of each individual activity used in a classroom. The data show non-biased teacher behavior after training, positive evaluation of the activities and a change in student self-evaluations on sex role inventories. Overall the handbook was judged to be usable, effective and relevant.

PROJECT DESIGN AND METHOD

A field test project to examine the use of a teacher handbook, Sexism: What No One Ever Said, But Everyone Told You, was conducted over a five month period in the Montgomery County School District. The design included fourteen teachers in secondary or vocational education, seventeen classes and three hundred and fifty two students. The teachers/classes were divided in four categories english, math, vocational skills and special education. This was to provide an inter-disciplinary comparison.

Teachers for the project were selected by the principals and received eight hours of in-service training. This training was based on a review of research and materials developed on the issue of sexism. The primary work cited and followed was that done by Myra and David Sadker at American University. Their findings and training procedures are based on six years of observations of fourth, sixth, and eight grades. Teachers used some of the handbook activities to become aware of their own feelings and beliefs prior to receiving information and national statistics on what is currently occurring in the classroom. In addition to in-class training, they were given guidelines and allotted time to examine their own teaching materials and to discuss their finding with the group.

After the training each teacher was asked to select one of their classes as a test group. Some teachers chose two classes, thus a total of seventeen different classes were exposed to the activities. Teachers were asked to use at least fifteen activities over the next four months. The selection of activities was left to the teacher and they were to use the activities along with their regular curriculum - not as a special unit. The only directive was that each teacher should begin and end the project with activity eighteen, the Bem Sex Role Inventory (BSRI Appendix C) as a pre and post attitude measure. Teachers used the BSRI themselves during the training to assure a more standardized use of the inventory. Teachers were also given instructions on how and when to use the other evaluation instruments.

DATA INTERPRETATION AND RECOMMENDATIONS

Four measurements were used to evaluate the project: classroom observation of teacher/student interaction (Appendix D - adapted from Sadkers' research); student sex-role inventories; teacher activity evaluations (Appendix E); and student activity evaluations (Appendix F). The following is a description and interpretation of the data collected from these measures.

Classroom observations of six teachers in the project indicated that the in-service training had been effective. Assuming no significant deviations between the project group and the normative group cited in national studies, no measure was taken prior to training. Observations after training showed that female and male students were recognized equally, indicating no sex bias in teacher/student interactions.

The Bem Sex Role Inventory (BSRI), used as a pre and post measure, showed some changes in students' self perception. The range of scores on neither feminine nor masculine characteristics changed significantly , showing no overall group effect of the project. However, comparing individual ratings did reveal notable changes. The percentages of students showing a change are as follows:

1) of the total number of female students
   19% showed an increased feminine score;
   27% showed and increased masculine score;
   34% showed and increase on both scales; and
   34% showed an overall increase
2) of the total number of male students.
   32% showed an increased feminine score;
   18% showed an increased masculine score;
   22% showed an increase on both scales; and
   58% showed an overall net increase.

These increases represent a movement away from traditional sex role characteristics and toward a more androgynous style. While all classes were required to complete the BSRI (activity #18) most of the teachers did not have the students compare their pre and post scores and very few discussed the concept of androgyny. Most felt this was too difficult for the students to understand and some considered it "too controversial."

Both the teachers and the students evaluated the individual activities. The overall ratings were positive, however it is useful to consider the ratings of each activity separately. The student evaluations yielded the following : (Table 1)

1) Activity #13 was the only activity rated negatively (50% or more of the responses were strongly disagree or agree) and the ratings were consistant on all five items.
2) 50% or more gave a positive response (agree or strongly agree) to item one on all activities except 13, 15, & 16 and also to item 2 on all but 10,11,12,13,15, & 16.
3) 42% of the activities were rated positively on item 3, 29% on item 4 and 32% on item 5.

4) Student evaluations were completed on all activities except # 21,27,28 & 30.

Table 2 shows a tabulation of student responses to all questions on the form for an overall evaluation. The following percentages were produced: strongly agree - 18%; agree - 34%; undecided - 27%; disagree - 11%; strongly disagree - 10%. The fact that the frequency of " undecideds" is so high indicates some inadequacies with the evaluation procedure. Tables 2 & 3 show an evaluation breakdown according to types of classes. The inter-class comparison shows little remarkable difference, so one can assume that the handbook can be used in all classrooms. However, teachers of the special education classes did note that it was necessary to alter some activities to better match their students' level of understanding. While there were no notable inter-disciplinary differences the analysis of teachers responses does show significant differences between individual teachers. However, no strong correlation appeared between teacher and student ratings for the same class.

In viewing teacher evaluations (table 4) the following results are revealed:

1) Teachers evaluated all activities except #'s 20,21,27,28,29, and 30. Fifty percent or more used activities 1,2,3,4,5,7,8,10,18,24 and 31; while seventy-five present used activities 2,3,10,18 and 24.(Note:All classes were required to use activity 18 as the pre and post inventory.)
2) Teachers responded positively (strongly agree or agree) to all evaluation questions except #'s 13, 14 and 15.

Analysis of teacher evaluations (Table 5) indicates the following interpretations:

1) The handbook was generally well done in relationship to: stated purpose, instructions, and overall usability (item 1-8) with the range of positive ratings (strongly agree or agree) being from 97.8% to 79%.
2) The discussion component of the activities was useful and positive (items 9 & 10) with these rating : 81% strongly agree or agre 11% undecided and 8% disagree or strongly disagree.
3) In 81% of the responses, teachers reported they enjoyed using the activity in the classroom.
4) Teachers judged 85% of content used to be an appropriate subject for the classroom and 51% of the content to be new information for most of the students.
5) Addressing the specific project goal, teachers indicated that 62% of the activities "aided students in understanding and recognizing sex

bias and sex role stereotyping" (24% undecided and 14% disagree); and 54% of the activities "had a positive effect toward the elimination of sexism with these students (25% undecided and 21% disagree).

In addition to the evaluation ratings teachers and students were given the opportunity to make additional comments. Appendixes A and B contain all of the comments received. Overall the measures of evaluation used indicate that the handbook is appropriate for all high school classes and is useful in addressing the elimination of sexism in the classroom. Many teachers and administrators reported informally that students and school personnel made comments indicating increased awareness of sexist attitudes and behaviors. Examples of such comments are found in news articles included at the back of this report.

A considerable amount of project time was spent on public relations. The issue attracted media attention across a wide area. At times the project became controversial, but the debate eventually created more interest, understanding and support for the project. Any local district implementing the use of the handbook, should first provide information to school personnel and then community members as to the use, purpose and method of incorporating such materials into the curriculum.

It is also recommended that teachers be more involved with changing sexist beliefs and behaviors than just using the exercises. They should have, through in-service training, an understanding of the issues and the types and extent of sexism expressed in the classroom. They should use the second section of the handbook to examine and alter, if necessary, their own teaching methods and instructional materials. When utilizing the activities the teacher should be actively involved and should direct discussion sessions which facilitate student awareness and understanding. To allow for proper teacher planning and assimilation of materials the teachers should receive in service training and the handbook at least one semester before they begin to use the materials.

Stating from the handbook the intent is to "provide opportunities for students to openly examine, discuss, question and evaluate their own beliefs, opinions, and feelings.....Since sex bias exists in all aspects of our daily lives, it is intended that these activities be incorporated in any or all areas of the curriculum of secondary and vocational education." As a result of the field test project we feel the handbook meets this intent. A point to be stressed is that sexism is not an isolated issue and can not (should not) be addressed as a separate curriculum area.

TABLE 1

INDIVIDUAL STUDENT EVALUATION
(sorted by activity # and rating on each question)

ACTIVITY #	# of Classes / # of Evaluations	QUESTION 1					Question 2					Question 3					Question 4					Question 5				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	8/152	51	69	15	8	9	23	61	34	17	17	22	61	28	19	22	35	50	30	20	17	27	43	35	15	32
2	11\183	56	78	31	9	9	18	65	62	21	17	21	51	64	28	19	20	62	58	31	14	34	63	56	12	18
3	17/340	116	156	43	14	00	114	143	52	7	24	61	123	138	24	24	51	109	110	41	29	74	109	105	30	22
4	11/221	61	92	36	18	14	37	79	68	24	21	17	61	84	31	28	15	71	81	32	22	38	59	79	19	26
5	8/160	34	65	39	14	8	28	45	50	19	18	11	38	64	26	22	9	41	63	24	23	14	43	62	18	23
6	2/36	8	12	7	5	4	5	15	9	5	2	6	13	10	4	3	4	13	10	7	2	7	7	14	5	3
7	9/174	45	71	30	14	14	28	58	53	20	15	19	48	53	33	21	17	45	62	32	18	25	48	56	23	22
8	7/140	28	69	26	8	9	20	62	39	10	11	14	45	58	10	13	18	42	49	17	14	19	48	44	11	18
9	4/102	21	43	25	7	4	18	40	29	9	4	17	34	32	11	6	21	30	31	11	7	17	25	30	11	10
10	10/183	42	48	37	15	12	28	56	61	29	9	28	47	79	18	12	32	44	64	22	16	34	54	51	17	13
11	5/167	33	63	20	8	22	37	77	23	7	23	7	23	43	55	33	13	17	40	47	43	20	30	33	20	13
12	5/179	56	92	5	5	21	31	46	41	15	46	36	56	31	20	36	34	63	15	20	47	38	58	30	17	36
13	5/126	15	15	18	39	39	5	15	48	24	34		24	44	34	24		5	53	34	34		20	34	24	48
14	8/126	35	43	39	5	4	34	45	32	8	7	26	29	55	12	4	24	28	58	7	9	30	30	51	7	8
15	4/53	4	10	31	1	7	3	8	33	6	3	2	7	35	4	5	5	8	32	4	4	3	13	28	4	5
16	4/110	28	26	42	4	10	20	12	52	14	12	10	24	50	14	12	12	20	56	10	12	16	22	48	6	18
17	5/67	17	15	26	4	5	8	19	29	6	5	5	17	32	4	9	10	17	25	9	6	8	18	24	6	11
18	17/344	17	157	69	26	14	48	137	87	50	20	54	136	90	40	22	50	109	104	51	29	46	102	96	29	26
19	4/87	8	56	15	8		8	41	15	15	8	21	15	28	15	8	37	26	10	9	5	21	22	15	14	15
20	1/12	2	4	3	2	1	1	1	2	6	2	1	3	2	4	2	2	2	4	2	2	1	3	4	1	3
21	2/34	12	13	6	2	1	11	10	7	3	3	9	12	3	5	5	7	11	7	7	2	9	9	9	2	5
22	4/71	24	28	8	6	5	12	28	13	8	10	8	23	25	5	10	6	17	22	13	13	9	24	16	7	15
23	12/266	62	128	45	17	14	35	130	53	37	11	45	89	71	37	24	35	74	75	58	24	44	72	91	27	82
24	4/91	36	27	17	2	9	17	42	14	7	11	9	34	23	12	13	12	31	23	15	10	15	30	24	9	13
25	4/86	38	31	10	5	2	28	37	10	6	5	15	30	23	10	8	16	31	22	10	7	19	35	17	6	9
26	1/15	4	7	1	1		7	11	4	2	2	4	5	3	2	1		5	4	3	3		5	5	2	3
27	9/180	61	68	26	15	10	38	72	29	21	20	49	68	34	11	18	19	74	50	19	18	39	64	33	18	26
28	5/162	55	59	20	12	16	30	58	35	19	20	22	59	39	19	23	23	45	56	13	25	32	42	35	22	32
29	3/64	25	30	5	1	3	12	34	12	3	3	12	25	16	7	4	16	22	17	4	5	21	20	10	5	7
30	4/83	29	35	12	3	4	9	44	14	9	7	4	33	24	14	8	7	26	27	17	6	15	31	23	4	10
31	5/92	35	32	18	3	4	18	36	17	12	9	10	34	22	16	10	13	25	22	17	15	15	31	16	12	18

TABLE 2

STUDENT EVALUATION
(total responses sorted by rating)

Subject				% OF TOTAL RESPONSE				
English	Teacher #	# of Students	Total Student Response	1	2	3	4	5
	1	47	3310	22.00%	39.00%	24.00%	10.00%	5.00%
	2	27	1750	16.00%	37.00%	30.00%	10.00%	7.00%
	3	26	1725	21.00%	31.00%	29.00%	12.00%	7.00%
	4	24	1650	20.00%	35.00%	18.00%	16.00%	11.00%
Subject Total		**124**	**8435**	**20.00%**	**35.00%**	**25.00%**	**12.00%**	**8.00%**
Math	5	15	800	16.00%	34.00%	33.00%	12.00%	5.00%
	6	26	950	22.00%	29.00%	32.00%	9.00%	8.00%
	7	18	1215	9.00%	33.00%	27.00%	19.00%	12.00%
	8	22	1570	31.00%	44.00%	17.00%	5.00%	13.00%
Subject Total		**81**	**4535**	**20.00%**	**36.00%**	**26.00%**	**11.00%**	**7.00%**
Vocational Skills								
	9	11	755	41.00%	28.00%	12.00%	9.00%	10.00%
	10	70	2805	8.00%	28.00%	48.00%	9.00%	7.00%
	11	16	505	5.00%	22.00%	33.00%	24.00%	16.00%
	12	17	1035	13.00%	33.00%	18.00%	13.00%	23.00%
Subject Total		**114**	**5100**	**14.00%**	**29.00%**	**35.00%**	**11.00%**	**11.00%**
Special Education								
	13	13	895	9.00%	35.00%	25.00%	18.00%	13.00%
	14	20	1540	22.00%	29.00%	20.00%	7.00%	22.00%
Subject Total		**33**	**2435**	**17.00%**	**31.00%**	**22.00%**	**11.00%**	**19.00%**
Grand Total		**352**	**20,505**	**18.00%**	**34.00%**	**27.00%**	**11.00%**	**10.00%**

TABLE 3

TEACHER EVALUATION
(total responses sorted by rating)

Subject		RATINGS						
English	Teacher #	1	2	3	4	5		
	1	13.00%	62.00%	18.00%	7.00%			
	2	32.00%	38.00%	16.00%	7.00%	7.00%		
	3	20.00%	32.00%	29.00%	12.00%	7.00%		
	4	44.00%	19.00%	22.00%	10.00%	5.00%		
Subject Total		**34.00%**	**45.00%**	**13.00%**	**6.00%**	**2.00%**		
Math	5	45.00%	5.00%	16.00%	4.00%	42.00%		
	6	20.00%	38.00%	33.00%	8.00%	1.00%		
	7	47.00%	22.00%	17.00%	11.00%	3.00%		
	8	60.00%	26.00%	8.00%	4.00%	2.00%		
Subject Total		**47.00%**	**24.00%**	**17.00%**	**6.00%**	**6.00%**		
Vocational Skills								
	9	70.00%	16.00%	10.00%	3.00%	1.00%		
	10	49.00%	40.00%	3.00%	7.00%	1.00%		
	11	16.00%	59.00%	22.00%	3.00%			
	12	22.00%	76.00%	2.00%				
Subject Total		**43.00%**	**46.00%**	**7.00%**	**3.00%**	**1.00%**		
Special Education								
	13	71.00%	17.00%	7.00%	3.00%	2.00%		
	14	25.00%	64.00%	6.00%	5.00%			
Subject Total		**47.00%**	**41.00%**	**7.00%**	**4.00%**	**1.00%**		
Grand Total		44.00%	38.00%	11.00%	5.00%	2.00%		

TABLE 4

TEACHER EVALUATION
(responses sorted by question and rating)

ACTIVITY #	NUMBER EVALUATIONS	1					2					3					4					5					6					7					8				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	8	3	5	-	-	-	4	3	1	-	-	5	3	-	-	-	4	3	1	-	-	4	3	1	-	-	5	3	-	-	-	5	2	1	-	-	4	2	1	1	-
2	10	7	3	-	-	-	7	2	1	-	-	5	5	-	-	-	6	4	-	-	-	7	2	1	-	-	7	2	1	-	-	7	2	1	-	-	4	5	1	-	-
3	14	11	3	-	-	-	11	3	-	-	-	12	1	1	-	-	12	1	1	-	-	8	4	-	1	1	7	5	2	-	-	9	4	1	-	-	10	3	1	-	-
4	10	5	5	-	-	-	5	4	1	-	-	7	2	-	1	-	7	2	-	1	-	6	4	-	-	-	3	4	2	1	-	7	3	-	-	-	3	5	1	1	-
5	8	6	1	1	-	-	5	2	1	-	-	5	2	1	-	-	4	3	-	1	-	3	4	1	-	-	5	2	1	-	-	4	4	-	-	-	4	1	1	1	1
6	2	2	-	-	-	-	2	-	-	-	-	2	-	-	-	-	2	-	-	-	-	1	1	-	-	-	1	1	-	-	-	1	1	-	-	-	1	1	-	-	-
7	9	8	3	-	-	-	6	3	-	-	-	6	3	-	-	-	6	3	-	-	-	7	2	-	-	-	7	2	-	-	-	6	3	-	-	-	5	4	-	-	-
8	7	4	3	-	-	-	4	2	1	-	-	4	3	-	-	-	5	2	-	-	-	4	2	-	-	1	4	1	-	1	1	3	3	-	-	-	3	2	2	-	-
9	4	3	1	-	-	-	3	1	-	-	-	3	1	-	-	-	3	-	1	-	-	3	1	-	-	-	3	1	-	-	-	3	1	-	-	-	2	2	-	-	-
10	10	7	3	-	-	-	6	2	2	-	-	6	2	2	-	-	6	2	1	1	-	7	2	-	1	-	6	2	1	-	1	6	1	1	1	1	4	4	1	-	1
11	6	1	2	2	-	-	1	2	2	-	-	1	2	1	-	1	2	1	1	-	1	2	3	-	-	-	3	1	1	-	-	2	1	2	-	-	2	1	1	1	-
12	6	2	3	-	-	-	3	2	-	-	-	3	2	-	-	-	4	1	-	-	-	4	1	-	-	-	4	1	-	-	-	4	1	-	-	-	2	3	-	-	-
13	6	0	4	-	-	-	3	1	1	-	-	3	1	1	-	-	3	1	-	1	-	3	1	1	-	-	3	2	-	-	-	3	1	1	-	-	-	2	2	1	-
14	6	4	2	-	-	-	4	2	-	-	-	4	2	-	-	-	5	1	-	-	-	5	1	-	-	-	4	2	-	-	-	4	2	-	-	-	1	4	-	1	-
15	4	4	-	-	-	-	1	2	1	-	-	1	2	1	-	-	1	2	1	-	-	1	2	1	-	-	2	1	-	1	1	2	1	-	-	1	2	1	-	-	1
16	4	2	2	-	-	-	2	2	-	-	-	2	2	-	-	-	2	2	-	-	-	2	2	-	-	-	2	2	-	-	-	2	1	-	1	-	1	1	-	2	-
17	3	0	-	-	-	-	2	1	-	-	-	2	1	-	-	-	2	1	-	-	-	3	-	-	-	-	2	-	1	-	-	2	1	-	-	-	1	2	-	-	-
18	15	10	4	1	-	-	7	5	3	-	-	7	7	1	-	-	8	4	3	-	-	9	4	1	1	-	10	2	3	-	-	10	3	2	-	-	10	3	2	-	-
19	4	0	1	-	-	-	3	1	-	-	-	2	2	-	-	-	2	2	-	-	-	3	1	-	-	-	3	-	-	1	-	3	-	-	1	-	3	1	-	-	-
20	0																																								
21	0																																								
22	2	2	-	-	-	-	2	-	-	-	-	2	-	-	-	-	2	-	-	-	-	2	-	-	-	-	1	-	-	1	-	1	-	-	1	-	-	2	-	-	-
23	4	3	1	-	-	-	3	1	-	-	-	3	1	-	-	-	3	1	-	-	-	2	2	-	-	-	4	-	-	-	-	4	-	-	-	-	4	-	-	-	-
24	12	6	5	1	-	-	4	7	-	1	-	7	5	-	-	-	9	3	-	-	-	10	2	-	-	-	8	2	1	-	-	8	5	-	-	1	6	4	2	-	-
25	4	4	-	-	-	-	3	1	-	-	-	4	-	-	-	-	4	-	-	-	-	4	-	-	-	-	2	2	-	-	-	2	2	-	-	-	3	1	-	-	-
26	3	-	3	-	-	-	-	2	1	-	-	-	2	1	-	-	-	2	1	-	-	-	3	-	-	-	-	2	1	-	-	1	1	1	-	-	1	1	1	-	-
27	4	2	2	-	-	-	2	2	-	-	-	2	2	-	-	-	2	2	-	-	-	2	2	-	-	-	4	-	-	-	-	4	-	-	-	-	2	1	1	-	-
28	0																																								
29	0																																								
30	0																																								
31	8	5	3	-	-	-	4	4	-	-	-	5	3	-	-	-	7	1	-	-	-	5	2	1	-	-	5	3	-	-	-	5	3	-	-	-	3	4	-	1	-
32	5	1	4	-	-	-	2	3	-	-	-	2	3	-	-	-	2	3	-	-	-	3	2	-	-	-	3	2	-	-	-	4	1	-	-	-	2	2	1	-	-
33	2	-	2	-	-	-	-	2	-	-	-	-	2	-	-	-	-	2	-	-	-	-	2	-	-	-	-	2	-	-	-	-	2	-	-	-	-	1	1	-	-
34	3	1	2	-	-	-	1	2	-	-	-	2	1	-	-	-	2	1	-	-	-	2	1	-	-	-	1	2	-	-	-	1	2	-	-	-	1	2	-	-	-
35	4	1	3	-	-	-	1	3	-	-	-	1	3	-	-	-	2	2	-	-	-	2	2	-	-	-	3	1	-	-	-	2	2	-	-	-	1	3	-	-	-

TABLE 4 (continued)

TEACHER EVALUATION
(responses sorted by question and rating)

ACTIVITY #	NUMBER EVALUATIONS	9					10					11					12					13					14					15				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	8	4	3	1	-	-	4	3	1	-	-	4	3	1	-	-	4	4	-	-	-	4	3	-	1	-	4	3	1	-	-	4	2	1	1	-
2	10	3	7	-	-	-	4	5	1	-	-	7	2	1	-	-	5	5	-	-	-	3	5	-	1	1	3	4	3	-	-	3	5	2	-	-
3	14	5	8	1	-	-	6	5	2	1	-	10	3	1	-	-	6	8	-	-	-	3	4	3	1	3	1	11	1	1	-	2	7	4	1	-
4	10	3	6	-	1	-	3	5	2	-	-	4	5	1	-	-	5	3	2	-	-	2	2	4	2	-	2	4	3	1	-	2	3	4	1	-
5	8	4	1	1	1	1	3	2	1	1	1	3	3	1	1	-	3	4	1	-	-	2	3	2	1	-	1	2	3	2	-	1	2	3	2	-
6	2	1	1	-	-	-	1	1	-	-	-	1	1	-	-	-	1	1	-	-	-	-	1	-	1	-	1	1	-	-	-	-	-	1	1	-
7	9	4	5	-	-	-	5	3	1	-	-	3	4	2	-	-	3	6	-	-	-	-	3	-	5	1	-	7	1	1	-	1	2	1	5	-
8	7	3	2	2	-	-	3	2	2	-	-	1	1	3	1	-	3	4	-	-	-	2	1	1	2	-	1	1	4	1	-	-	2	4	1	-
9	4	2	2	-	-	-	1	3	-	-	-	2	2	-	-	-	3	1	-	-	-	1	2	-	1	-	-	2	1	1	-	-	2	2	-	-
10	10	4	5	-	-	1	5	3	1	-	1	3	5	1	-	1	5	3	1	-	1	1	4	1	1	3	-	5	2	2	1	-	5	3	1	1
11	5	3	1	-	1	-	2	2	-	-	1	2	2	-	1	-	2	2	1	-	-	1	2	2	-	-	2	1	2	-	-	-	2	1	2	-
12	5	3	2	-	-	-	1	4	-	-	-	3	2	-	-	-	3	2	-	-	-	-	3	2	-	-	-	3	-	2	-	-	3	1	1	-
13	5	1	4	-	-	-	1	4	-	-	-	1	4	-	-	-	-	4	1	-	-	-	4	1	-	-	-	4	1	-	-	-	4	1	-	-
14	8	1	1	2	1	1	1	2	1	1	1	2	1	3	-	-	1	1	4	-	-	1	2	1	2	-	1	2	2	-	1	1	-	3	1	1
15	4	2	1	-	-	1	-	3	-	-	1	1	2	-	1	-	1	2	-	-	1	1	2	-	-	1	1	2	-	-	1	1	2	-	-	1
16	4	1	1	-	2	-	2	2	-	-	-	2	1	1	-	-	1	2	1	-	-	2	1	1	-	-	-	2	1	1	-	-	2	-	2	-
17	3	-	3	-	-	-	1	2	-	-	-	1	2	-	-	-	1	2	-	-	-	1	-	1	1	-	-	2	-	1	-	-	2	-	1	-
18	15	10	4	1	-	-	6	8	1	-	-	8	5	2	-	-	10	4	1	-	-	10	3	2	-	-	7	6	1	1	-	7	6	1	1	-
19	4	3	1	-	-	-	1	3	-	-	-	2	2	-	-	-	3	1	-	-	-	-	3	1	-	-	1	2	1	-	-	1	2	1	-	-
20	0																																			
21	0																																			
22	2	1	1	-	-	-	2	-	-	-	-	1	1	-	-	-	2	-	-	-	-	1	1	-	-	-	2	-	-	-	-	2	-	-	-	-
23	4	4	-	-	-	-	4	-	-	-	-	4	-	-	-	-	4	-	-	-	-	1	2	1	-	-	2	2	-	-	-	2	2	-	-	-
24	12	5	4	1	1	1	5	4	2	-	1	4	6	1	-	1	4	6	1	-	1	4	5	2	-	1	4	3	4	1	-	1	5	4	1	1
25	4	2	1	1	-	-	1	2	1	-	-	3	1	-	-	-	1	3	-	-	-	1	2	1	-	-	-	4	-	-	-	1	3	-	-	-
26	3	1	1	1	-	-	3	-	-	-	-	-	3	-	-	-	1	2	-	-	-	-	1	2	-	-	1	2	-	-	-	-	2	1	-	-
27	4	2	1	1	-	-	2	2	-	-	-	2	2	-	-	-	2	2	-	-	-	1	1	1	-	1	-	-	2	2	-	-	1	1	1	1
28	0																																			
29	0																																			
30	0																																			
31	8	4	3	1	-	-	2	4	1	-	1	5	2	1	-	-	4	4	-	-	-	3	3	2	-	-	3	4	1	-	-	2	3	2	1	-
32	5	2	1	1	-	1	2	2	-	-	1	3	1	1	-	-	3	2	-	-	-	1	-	2	1	1	1	3	-	-	1	1	2	1	1	-
33	2	-	1	1	-	-	-	2	-	-	-	1	1	1	-	-	-	2	-	-	-	-	1	1	-	-	-	2	-	-	-	-	2	-	-	-
34	3	1	2	-	-	-	2	1	-	-	-	2	1	-	-	-	1	2	-	-	-	-	1	2	-	-	-	1	1	1	-	-	1	-	2	-
35	4	2	2	-	-	-	1	3	-	-	-	1	2	1	-	-	1	2	1	-	-	1	1	1	1	-	1	2	1	-	-	-	2	2	-	-	-

TABLE 5

TEACHER EVALUATION FORM

Use the following rating scale to rate the activity used in your classroom:

1 - Strongly Agree
2 - Agree
3 - Undecided
4 - disagree
5 - Strongly Disagree

	1	2	3	4	5
1. The purpose of the activity was clearly stated.	98	74	10		
2. The activity addressed the stated purpose.	89	13	25		
3. Instructions were clear.	99	65	11	5	2
4. Instructions were adequate.	100	59	15	6	2
5. Material list was adequate.	98	65	11	5	3
6. Subject level of this activity we appropriate high school students.	95	60	17	6	4
7. Activity was not difficult to present and conduct in the classroom.	92	63	14	8	5
8. Students responded positively to the mechanics of the activity.	75	70	21	12	4
9. Students responded positively to the discussion of the activity.	71	76	19	9	7
10. The discussion section of activity was adequate.	64	85	19	5	9
11. I enjoyed using the activity with my students.	78	70	25	4	5

12. The subject of the activity was appropriate for use in the classroom.

1	2	3	4	5
72	82	20	4	4

13. The information in this activity was new to most of the students.

1	2	3	4	5
46	60	39	22	15

14. Based on your observations, this activity aided students in understanding and recognizing sex bias and sex role stereotyping.

1	2	3	4	5
40	81	39	17	5

15. Based on your observations this activity had a positive effect toward the elimination of sexism with these students.

1	2	3	4	5
39	70	40	26	8

TEACHER'S COMMENT

The students were instructed by me to not put their names on the surveys. While they went to lunch, I tallied the results so that I could report back to them how many boys/girls checked each response.

When they returned from lunch we started our discussion. One by one, I revealed the number of boys/girls in the class that responded to each item. I had made an overhead transparency of the blank survey so that I could write each tally down as they looked on. The tally results drew lots of discussion. However, everyone wanted to talk at once, and there was so much discussion that a full hour could have been spent on this. This suggested time of 15 minutes is way off base if one wants or hopes to discuss every item.

The students really enjoyed this activity. They enjoyed knowing how the members of the opposite sex felt about some of these Items.

Too many areas they did not know.

Several questions are out dated. Students thought that some of the questions were silly.

Very few of these words were in the vocabulary of the Special Education students.

The exercise was rather simple; however, it did reveal some interesting points. For example, students' (male & female) responses were fairly divided on questions 5,6,7,8, &10, which shows that some of the sex role attitudes are changing.

Students didn't feel that their sex role was pushing them into a certain way of behaving. One comment was that "if I forget to brush my teeth it not because I'm male or female.

This activity took about 20 minutes. (It took longer to tally the responses then it did anything.) Students responsed with laughter at many of the items. They were prone to spontaneously blurt out Sam or Sally as I read the 17 actions.

They seemed to enjoy the anticipation of the actions that were to be read.

Once the tally was completed most of the discussion had been done. In other words most students let their opinion be known right after each action was read.

The tally results were very predictable, so there was not much disagreement and very little discussion.

This activity was O.K., but not as enjoyable as others have been.

I handed out the paragraph and asked the class to group themselves into groups of three or four. I did this a day ahead of time so they could be thinking about the occupations and which five individuals they wanted to send. I told them they could group themselves naturally, and the next day they returned and had broken into seven groups. There were six groups of four and one

group of three. There seemed to be no problems in determining group membership. Groups had good mixes of male and females. (The day prior to discussion I had to tell them what some of the occupations meant, such as plant geneticist, physicist, engineer and geologist.)

On discussion day I let them group together and talk for about ten minutes. While they talked, I gave them a group number, so that I could put each groups results on the board. The results from the groups were three male/two female or two male/three female, with the exception of one group which sent one female/ four males.

Occupations chosen most frequently were astronaut, doctor, farmer, geologist, electronic technician and engineer. Both male and female were assigned to these roles. Occupation chosen by no group were: parent, child, writer, teacher, political leader. Chosen only once was entertainer, and religious leader. According to student evaluations, many felt this was stupid. However, it seemed to me they enjoyed coming to group consensus.

My students did not have the ability to list jobs in three minutes, so I had to increase the time. I just told each to list ten jobs and to take all the time that was needed. (Special Education Class)

Students found age of both to be 35-55. Average salary for both was mid 30's positions were similar.

This activity only took ten minutes. I had prepared a ditto for the information and given papers with "D.A. Barrington" to the other side. I told then not to talk or discuss what was on their paper. Most were confused about the fact that the word "educator" was on the description and the instructions were asking for person's position. As a result, a lot of the students wrote educator or gave a "teacher type" job such as college professor;health teacher; superintendent. While the students were at lunch, I tabulated average and average salary.

We found that D.A. had an average salary of $40,372 and an average age of 37. We found Dorothy had an average $26,592 and an average age of 39.
D.A. had more prestigious positions such as Superintendent, Governor, Mayor, and architect. Dorothy had such positions as janitor, managing the apartment building, etc.

By and large the students realized that they gave Dorothy less prestige.
There was not much discussion at all.

The written material in the Special Education Classes is too simple to get a true feeling for reversing role.

Also, I have to first explain the meaning of the word "reversed".

This activity took an entire hour and some of the students did not get past checking the pictures. However, it was obvious to each that the books were more males than females and that had value. (Special Ed. Class)

When the students found out they could use words like stud and fox, they really enjoyed the activity. However, they discovered that they had more female words in their speech patterns than they did male words.
(Special Ed. Class)

Students weren't very serious while doing this activity, but they did bring up some good examples of sex bias in classrooms and the school as a whole. Our results were as we expected. We had five groups,

in all five groups, girls were notetakers and in four of the five, boys were the spokesmen. The students found this very interesting.

This activity lasted about 15 minutes. I read the two scenarios to the class. After each I asked which one of the students they admired the most. The majority of students admired the character that chose to stay in Home EC. and woods.

Even through these the characters were admired the most, most of the students reported very few males in cooking and sewing classes and very few females in agricultural, electricity, and woods type of classes at MCHS. Some of the girls thought that it would be "Sissified" of the boys to take Home Ec., but a lot of the boys said they would not mind girls in their shop classes.

A rather enjoyable activity. We had a good discussion about plans for a girls soccer team at MCHS. (all were for it)

I knew the students could not read the sheet. So I had them number a paper to twenty and I read the statement orally and they responded with true or false. Several students were very upset over the correct answer, because that was not how they preceived their world.

Some of the students were not mature enough or maybe open-minded enough to handle the discussion very well. Some of them tended to think the exercise was ridiculous because the correct research answer did not agree with their own opinions. The discussion helped this attitude some, but others still rated the exercise low; and I believe it was because they disagreed with some of the opinions.

The students did not have a concept of "famous" as most of their famous people were wrestlers. (Special Ed. Class)

The students did not know what a disc-jockey was and would not believe that these were real stories.

This activity did not generate a lot of discussion. The students actually argued about whether the situations presented were true or not (I told them they were supposedly true.) They were surprised at few of them, especially the 12 year old who had a college degree and the older man who pulled the boats filled with young people-(they did not really believe that one though). This activity took about 15-20 minutes.

Very Interesting activity! Students were shocked by the ages of the persons listed, as well as the sex of some of them.

I enjoyed doing the activities with my students but I must say that most of them took more time than suggested.

Due to the fact, I had to be out some because of death in family, I just did all the activities for a couple weeks straight. The students looked forward to doing them daily and they(the class) were very receptive to the activities. I don't believe these activities changed their thinking that much because they are pretty open-minded anyway. However, they seemed to be more aware of the sex role stereotyping in the end. Maybe it's because that was the approach I took toward the project. I don't believe in a short period of time we can change minds. We can just make them more aware, and perhaps over a period of time they may view some actions in a different light.

STUDENT COMMENTS

ACTIVITY # 2 DEFINITION AND UNDERSTANDING OF PREJUDICE

1. Most of this is common sense
2. Some of these sentences were not clear. They were not worded well.
3. I feel that this activity was good and taught us not to judge other people by appearance.
4. I feel the everybody in this school judges people by the way they dress and look, that is why we have three categories of people: prep, black and Harleys.
5. I didn't like it. I think there should be a special class for this subject. I think this is very useful because more people will learn about prejudice.

ACTIVITY # 3 ATTITUDE SURVEYS COMPARING MALE/FEMALE EXPECTATIONS

6. It was an interesting activity it let girls and guys know what each other felt about these topics.
7. It is nice to get people's general feelings out on some of these things discussed.
8. I think that we should continue these activities.
9 I fell this activity is interesting and useful and should be used in business.
10. This is the best activity so far. I still think this sexism stuff is a bunch of bull, but at least it wasn't so boring.
11. I don't fully understand how this information can be of any use.
12. I'm sorry but I just think this was the biggest waste of time, so let's stop doing it.
13. This has been the best activity we've had so far in sexism.
14. I thought this activity was enjoyable.
15. I enjoyed this, I thought it was fun.
16. This is the best one we've done.
17. This activity was sort of fun.
18. I think examples are out dated. This exercise is a waste of time and paper.
19. This survey is out dated. If you were upset with these things he probably would'nt be your boyfriend.
20. Outdated should not be discussed in the classroom.
21. This is totally outdated.
22. It doesn't teach you anything.
23. I didn't like it.
24. I think we should have a special class for this subject.
25. I think we should have a special class on this so more people would have a better attitude toward things.
26. I felt that the activity should have been discussed further in class.
27. We really need to learn about the real sex education.
28. It was a fun activity.
29. I feel that this activity should be used in class.
30. Activity was fun.
31. This activity was great, we discussed things out loud and I learned things about guys answers.
32. I enjoyed it. I learned alot from it.

ACTIVITY # 4 UNCOVERING SUBTLE SEX-ROLE EXPECTATIONS

33. I think sex is something we should talk about in school since that's all us teenagers want to talk about.
34. It was really fun.
35. It was just silly.
36. This activity didn't teach you anything.

37. I didn't like it.
38. I think we should have a special class for this subject.
39. I think this was a very good subject because boys and girls need to have the same expectations.
40. I felt that this activity was rather silly, and I didn't understand the purpose.
41. Ways of life will never change. Boys are expected to do certain things and so are girls.
42. There are things I can't do but not because I'm female.
43. Let's do this everyday.
44. Do it more often.
45. Waste of time, no sense in it.
46. Interesting that we were separated in things during school.
47. All you are doing is taking up class time. This is probably the dumbest activity I have ever done. I see no purpose to the activity. All you want to do is prove male discrimination against women. That defeats your purpose. This survey is biased. If you want this stupid thing to work, you're going to have to make it fairer.
48. I plan on going into deaf education in the future, and I believe this will help me out in the way I treat my students.
49. High School education should be devoted more to school work so that we won't be slowed down from learning.
50. I think that by allowing other classes to discuss sexism, people or students will be able to understand one another better.
51. Interesting.

ACTIVITY # 5 COMPARING SEX-ROLE EXPECTATIONS AND SOCIAL VALUES

52. Dumb.
53. I think it is boring.
54. It was very fun!
55. I did enjoy this activity.
56. I really enjoyed this exercise.
57. I didn't enjoy this activity.
58. I enjoy this activity.
59. It was interesting.
60. I don't really think we need this.
61. Why are we studying what's gonna happen 500 yrs. from now.
62. There is no reason for doing all of these papers. Everyone knows there is sexism.
63. Doesn't teach anything.
64. I didn't like it.
65. I think there should be a special class for this subject.
66. I really didn't understand why we had to do this.
67. I honestly loved that particular activity.
68. This was dumb.
69. Pretty stupid.
70. I'm not going to be around in 2500!
71. It was very ignorant.
72. It's stupid.

ACTIVITY # 6 SEX BIAS/STEREOTYPING IN THE EVERYDAY ENVIRONMENT

73. It was enjoyable.
74. Stupid
75. It was not interesting.
76. I hate these activities. I mean I hate them.
77. This one was stupid.
78. I didn't really enjoy this one, I thought it was worthless.

ACTIVITY # 7 CULTURAL EXAGGERATION OF SEX DIFFERENCES

79. It helped me learn more about what people do.
80. This did not help me any. I would rather do some work.
81. People can choose their own careers! You can be what you want to be.
82. I felt this activity didn't really serve any purpose at all!! Most of the listed activities are beginning to become evenly distributed between men and women.
83. Role survey should be discussed more.
84. I didn't like it.
85. I think there should be a special class for this subject.
86. I think it should be discussed in class so more people will agree that boys and girls can do the same jobs.
87. Our class didn't really express an exaggeration. If women want to do something they can.
88. Waste of time.

ACTIVITY # 8 ELIMINATION OF GENDER FROM OCCUPATIONAL TITLES

89. It was not as fun as the others.
90. This is stupid.
91. The vast majority of occupational titles are gender-free. This activity served no purpose at all.
92. These are worthless
93. This is the worse one.
94. This was very informative.
95. I really enjoyed this one.
96. I enjoyed this activity.
97. This activity was okay.
98. It was interesting.

ACTIVITY # 10 ELIMINATION OF SEX BIAS/STEREOTYPING IN "AT HOME" JOBS

99. Realized how much mom really does around the house.
100. I was okay.
101. I enjoyed this activity.
102. I did not enjoy this activity.
103. I don't think women should do all the indoor house work.
104. Very nice.
105. I didn't enjoy doing this there was no need in doing this.
106. Interesting.
107. It is very informative.
108. I don't think its interesting enough its not really talking about sex enough.
109. Fun!
110. Just boring how many times do I have to tell you.
111. Dumb.

ACTIVITY # 11 EXAMINING THE EFFECTS OF SEXISM ON SALARIES

112. Do it everyday.
113. We should do this everyday.
114. Sexism is a way of life. It will always be here and we can't change that.
115. A gap doesn't exist enough to teach sexism in school.
116. I don't feel that it is necessary to review this because I don't think there is a gap of this sort.
117. A waste of time.
118. This activity was fun.
119. I didn't understand about education, wasn't much fun.
120. Didn't understand.
121. Very stupid.
122. Pretty fun.
123. Didn't like it.

124. The education confused me.
125. I didn't learn anything from this activity but I liked the other ones.
126. I enjoyed the activity.

ACTIVITY # 13 STUDENTS' PERCEPTION OF PSYCHOLOGICAL GENDER DIFFERENCES

127. I feel the activity is pointless and wastes time.
128. I liked the evaluation
129. I fail to see the purpose of this activity.
130. This didn't make any sense at all.
131. I wish we could do something else. Because this is boring.
132. It really didn't make no sense. You never know how people feel, act or look.
133. These surveys are very boring and seem senseless.
134. This is dumb.
135. Stupid.

ACTIVITY # 14 SOCIAL STEREOTYPES VS. REALITY

136. I learned a lot.
137. I believe we shouldn't discuss what we like in a person.
138. This information will be helpful in the years to come.
139. Boring
140. Was fun but I didn't learn anything.
141. A little to personal.
142. This was a fun activity.
143. I really enjoyed this activity.
144. I think this has been the best activity so far.
145. It was O.K.
146. This activity was very comical.
147. It was crazy, but fun.
148. Doesn't make sense.
149. It was pretty fun.
150. I liked this activity.
151. It was fun.
152. It was fun, got a load off my chest.
153. It was fun. I learned alot in this activity, should be discussed further.

ACTIVITY # 15 STEREOTYPED FEMALE VS. MALE CHARACTERISTICS

154. Didn't understand this activity.
155. Did not understand.
156. It is fun.
157. I couldn't think of anything.
158. Hard to do.
159. Didn't really understand.
160. This was fun.
161. This activity was boring.

ACTIVITY # 16 RELATIONSHIP OF SELF CONCEPT TO PERSONAL STEREOTYPED SEX ROLE CHARACTERISTICS

162. I think there should be a special class for this subject.
163. I liked it.
164. I liked this activity and I think other people will too.
165. Discuss this in class

ACTIVITY # 17 UNDERSTANDING EQUITY IN EMOTIONAL NEEDS

166. This worksheet was very understandable.
167. I didn't like it that much.
168. I think other people would like this.
169. I think there should be a special class for this subject.
170. These surveys are stupid.

ACTIVITY # 18 UNDERSTANDING THE CONCEPT OF ANDROGYNY

171. I don't think this is useful. I don't see what we are to get out of this. Its importance, I do not understand. I don't see why we need to know about this.
172. I think it is dumb and we shouldn't discuss it here.
173. This should be taught at earlier age and also in a more modern form!!!! It seems that you are beating around the bush with this female, male stuff. Get to the point!!!!! We are mature enough to handle this subject and if your gonna teach it you should do it in a mature, modern way. If not, don't waste our time and yours telling us what we already know.
174. I thought it was kind of educational.
175. Some of the things discussed in this class were fun and should be discussed in class.
176. Some of the things were not understandable, but overall it was enjoyable.
177. I felt that all of the information was very useful on all of the activities.
178. This was a real helpful and educational experience.
179. Pretty boring.
180. This activity was educational for future reference.
181. I did not like it-not a learning experience.
182. Very fun.
183. It was O.K., but a little boring.
184. I enjoyed it, but I don't think it matters whether or not we talk about it in class.
185. The activity made you think about how sex gender plays such an important role in the way we think and stereotype people.
186. I think women talk more than men! I thought many results were surprising and interesting.
187. I thought the activity was enjoyable, but I don't feel it is important enough to use class time discussing in the future.
188. This isn't useful to us.
189. This is nonsense, it takes up our class time.

ACTIVITY # 19 REVERSING SEX ROLES IN WRITTEN MATERIALS

190. Not fun at all!
191. Dumb.

ACTIVITY # 20 ANALYZING TEXTS FOR SEXISM

192. It was boring.
193. I thought that this is really ignorant assignment.
194. Not fun at all!

ACTIVITY # 22 THE NEGATIVE EFFECTS OF SEX BIASED WORDS

193. I think this activity should be more interesting it is sort of boring the way it is.
194. Wish we could do this every day so we could get a good grade.
195. I think that this is so dump.
196. Don't like it.

ACTIVITY # 23 EFFECTS OF STEREOTYPED SEX ROLES ON COMMUNICATION

197. I didn't understand the point of this activity.

ACTIVITY # 24 THE GENDER DIFFERENCE IN COMMUNICATIONS

198. This activity was very useful.
199. I think there should be a special class for this subject.
200. I think this activity is really enjoyable and educational.
201. Don't discuss in class, opinions differ to much.
202. The research done on some might be right.
203. I disagree with some of the answers of the survey even though this was researched.
204. This activity was fun, but I did disagree with some of the answers.
205. I feel the survey on "men talk more than women is very inaccurate, I believe definitely women do talk more than men.
206. I feel that much of this information is different at the high school level.
207. Class time should be used on school related work, not these dumb sheets.
208. Waste of time.
209. Do these everyday.
210. I feel like this activity is unnecessary and strongly unimportant information.
211. I think the answers are all missed up and need to be corrected.
213. I didn't like this quiz because I don't thin the answers were true. I think it depends on who the person is.
214. I think that mostly women put together this activity.
215. This activity uses too big words and also the answers to this seems like a woman wrote the activity.
216. A women gave the answers.
217. It was fun.
218. This taught me a lot.
219. I think the "SEXISM" book is very useful and should be further discussed.
220. I think activity is fun and we should have more time to discuss activities like this.
221. I think this is boring.
222. I had fun doing it.
223. I feel this activity was a waste of time.
224. I think this activity was fun.
225. I had fun doing this activity, it should be done more often.
226. I had fun doing this.
227. I think this activity could be better.
228. This activity is fun but most people know all this already.

ACTIVITY # 25 NON-TRADITIONAL ROLES IN SCHOOL PROGRAMS

229. This activity was okay but not the best.
230. I really didn't learn anything.
231. It's exciting and fun.
232. This was a great activity.
233. Boring and Stupid.
234. No conversation and no discussion
235. We talked about it in class and that was cool.
236. People should be able to give own opinion.

ACTIVITY # 29 SEXISM IN ADVERTISING

237. I think it depends on the magazines you look at.
238. While it may be true it is a part of society, it will change on its own.

ACTIVITY # 31 SEXISM AS A LONG TERM ASSUMPTION

239. Didn't like this.
240. I think we should be allowed to do things like this more oft[illegible].
241. I thought this avtivity was very unsuccessful in proving any [illegible]oning for sexism.
242. This was stupid.
243. In order to better acquaint students with sexism they must first be familiar with true accounts.

244. I don't feel sexism is a real issue anymore. Why beat a dead horse? Do women feel inferior to men?
245. This activity was good because it helps others think about how they feel about themselves and it could build better self esteem.
246. I think we should do it more often.

ACTIVITY # 32 EFFECTS OF SEX BIAS AND SEX ROLE STEREOTYPING ON SUCCESS

247. It was fun, but popular and famous got mixed up.
248. What was the point?

ACTIVITY # 33 WOMEN IN LEADERSHIP

249. More sex biased material against men.
250. Women are better than men.

ACTIVITY # 34 SEX BIAS/STEREOTYPING EFFECT ON CREATIVITY

251. I feel more emphasis should be placed on "sex" in our schools. The only way we can resolve our problems is to discuss them among members of the opposite sex.
252. Activity was interesting but not all that useful.
253. I feel this activity encourages sexism.
254. I think this was good because it made you think.
255. One of the best exercises yet, good discussion.

BEM SEX ROLE INVENTORY
(BSRI)
Sandra Lipsitz Bem

In this inventory, you will be presented with sixty personality characteristics. You are to use those characteristics in order to describe yourself. That is, you are to indicate, on a scale from 1 to 7, how true of you these characteristics are. Please do not leave any characteristic unmarked.

EXAMPLE: _____ Sly

Mark a 1 if it is never or almost never true that you are sly.
Mark a 2 if it is usually not true that you are sly.
Mark a 3 if it is sometimes but infrequently true that you are sly.
Mark a 4 if it is occasionally true that you are sly.
Mark a 5 if it is often true that you are sly.
Mark a 6 if it is usually true that you are sly.
Mark a 7 if it is always or almost always true that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly," never or almost never true that you are "malicious," always or almost always true that you are "irresponsible," and often true that you are "carefree," you would rate these characteristics as follows:

3 Sly
1 Malicious
7 Irresponsible
5 Carefree

___ 1. Self-reliant
___ 2. Yielding
___ 3. Helpful
___ 4. Defends own beliefs
___ 5. Cheerful
___ 6. Moody
___ 7. Independent
___ 8. Shy
___ 9. Conscientious
___ 10. Athletic
___ 11. Affectionate
___ 12. Theatrical
___ 13. Assertive
___ 14. Flatterable
___ 15. Happy
___ 16. Has strong personality
___ 17. Loyal
___ 18. Unpredictable
___ 19. Forceful
___ 20. Feminine
___ 21. Reliable
___ 22. Analytical
___ 23. Sympathetic
___ 24. Jealous
___ 25. Has leadership abilities
___ 26. Sensitive to needs of others
___ 27. Truthful
___ 28. Willing to take risks
___ 29. Understanding
___ 30. Secretive

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1	2	3	4	5	6	7
Never or Almost Never True	Usually Not True	Sometimes But Infrequently True	Occasionally True	Often True	Usually True	Always or Almost Always True

___ 31. Makes decisions easily
___ 31. Compassionate
___ 33. Sincere
___ 34. Self-sufficient
___ 35. Eager to soothe hurt feelings
___ 36. Conceited
___ 37. Dominant
___ 38. Soft-Spoken
___ 39. Likable
___ 40. Masculine
___ 41. Warm
___ 42. Solemn
___ 43. Willing to take a stand
___ 44. Tender
___ 45. Friendly
___ 46. Aggressive
___ 47. Gullible
___ 48. Inefficient
___ 49. Acts as a leader
___ 50. Childlike
___ 51. Adaptable
___ 52. Individualistic
___ 53. Does not use harsh language
___ 54. Unsystematic
___ 55. Competitive
___ 56. Loves children
___ 57. Tactful
___ 58. Ambitious
___ 59. Conventional
___ 60. Gentle

The adjectives on the BSRI are arranged as follows:

1. The first adjective, and every third one thereafter, is masculine.
2. The second adjective, and every third one thereafter, is feminine.
3. The third adjective, and every third one thereafter, is neutral.

INSTRUCTIONS:

1. Sum the ratings you assigned to the masculine adjectives (1,4,7,10,etc.) and write that total here: _____. Divide by 20 to get an average rating for masculinity: _____.
2. Sum the ratings you assigned to the feminine adjectives (2,5,8,11,etc.) and write that total here: _____. Divide by 20 to get an average rating for feminity: _____.

INTERPRETATION:

3. Share your scores with others in your group to establish the median scores for each scale. (The median is that score above which 50 percent of the group members scored.)
4. Classify yourself according to the chart below by determining whether you are above or below your group's medians on masculinity and feminity.

Masculinity Median Score _____

Femininity Median Score _____	Below the Median	Above the Median
Below The Median	Undifferentiated	Masculine
Above The Median	Feminine	Androgynous

5. Study the items on the BSRI to explore how you see yourself with regard to your sex-role identity. You may wish to solicit feedback from other group members on whether they would rate you in the same ways.

(The 1977 Annual Handbook for Group Facilities, pp. 83-88)

APPENDIX D

Observer	Date	School	Grade Level	# ID

Time _____ Subject/Teaching Context _____

1	2	3	4	5	6	7	8	9	10
Teacher Initiates to:	BY	Student Initiates	IN	Praise	Accept	Remediate	Criticize	Comment	Ancillary Teacher Behavior
M F G R B W H A O	HAND MOVE CALL OUT	M F G R B W H A O	Private	P-I P-C P-App^W P-O	A-I A-C A-App^W A-O	R-I R-C R-App^W R-O	C-I C-C C-App^W C-O		Attribution A Eff X Short Circuit: Physical Verbal
M F G R B W H A O	HAND MOVE CALL OUT	M F G R B W H A O	Private	P-I P-C P-App^W P-O	A-I A-C A-App^W A-O	R-I R-C R-App^W R-O	C-I C-C C-App^W C-O		Attribution A Eff X Short Circuit: Physical Verbal
M F G R B W H A O	HAND MOVE CALL OUT	M F G R B W H A O	Private	P-I P-C P-App^W P-O	A-I A-C A-App^W A-O	R-I R-C R-App^W R-O	C-I C-C C-App^W C-O		Attribution A Eff X Short Circuit: Physical Verbal
M F G R B W H A O	HAND MOVE CALL OUT	M F G R B W H A O	Private	P-I P-C P-App^W P-O	A-I A-C A-App^W A-O	R-I R-C R-App^W R-O	C-I C-C C-App^W C-O		Attribution A Eff X Short Circuit: Physical Verbal
M F G R B W H A O	HAND MOVE CALL OUT	M F G R B W H A O	Private	P-I P-C P-App^W P-O	A-I A-C A-App^W A-O	R-I R-C R-App^W R-O	C-I C-C C-App^W C-O		Attribution A Eff X Short Circuit: Physical Verbal
M F G R B W H A O	HAND MOVE CALL OUT	M F G R B W H A O	Private	P-I P-C P-App^W P-O	A-I A-C A-App^W A-O	R-I R-C R-App^W R-O	C-I C-C C-App^W C-O		Attribution A Eff X Short Circuit: Physical Verbal
M F G R B W H A O	HAND MOVE CALL OUT	M F G R B W H A O	Private	P-I P-C P-App^W P-O	A-I A-C A-App^W A-O	R-I R-C R-App^W R-O	C-I C-C C-App^W C-O		Attribution A Eff X Short Circuit: Physical Verbal
M F G R B W H A O	HAND MOVE CALL OUT	M F G R B W H A O	Private	P-I P-C P-App^W P-O	A-I A-C A-App^W A-O	R-I R-C R-App^W R-O	C-I C-C C-App^W C-O		Attribution A Eff X Short Circuit: Physical Verbal
M F G R B W H A O	HAND MOVE CALL OUT	M F G R B W H A O	Private	P-I P-C P-App^W P-O	A-I A-C A-App^W A-O	R-I R-C R-App^W R-O	C-I C-C C-App^W C-O		Attribution A Eff X Short Circuit: Physical Verbal

TEACHER EVALUATION FORM

NAME: _____

TITLE OF ACTIVITY: _____

Use the following rating scale to rate the activity used in your classroom:

1 - Strongly Agree
2 - Agree
3 - Undecided
4. Disagree
5. Strongly Disagree

1	The purpose of the activity was clearly stated.	1 2 3 4 5
2	The activity addressed the stated purpose.	1 2 3 4 5
3	Instructions were clear.	1 2 3 4 5
4	Instructions were adequate.	1 2 3 4 5
5	Material list was adequate.	1 2 3 4 5
6	Subject level of this activity was appropriate for high school students	1 2 3 4 5
7	Activity was not difficult to present and conduct in the classroom.	1 2 3 4 5
8	Students responded positively to the mechanics of the activity	1 2 3 4 5
9	Students responded positively to the discussion of the activity	1 2 3 4 5
10	The discussion section of activity was adequate	1 2 3 4 5
11	I enjoyed using the activity with my students	1 2 3 4 5
12	The subject of the activity was appropriate for use in the classroom.	1 2 3 4 5
13	The information in this activity was new to most of the students	1 2 3 4 5
14	Based on your observations, this activity aided students in understanding and recognizing sex bias and sex role stereotyping.	1 2 3 4 5
15	Based on your observations this activity had a positive effect toward the elimination of sexism with these students	1 2 3 4 5

Place additional comments on the back.

EVALUATION FORM

Teacher's Name _____

Activity Title _____

Please rate this activity on the following items, using this rating scale

1 - Strongly Agree
2 - Agree
3 - Undecided
4 - Disagree
5 - Strongly Disagree

1.	I understand the purpose of this activity	1 2 3 4 5
2	This activity was enjoyable	1 2 3 4 5
3	I learned some new things from doing this activity	1 2 3 4 5
4	The information given during this activity is useful	1 2 3 4 5
5	The subject of this activity is something that should be discussed in a class	1 2 3 4 5

Please feel free to make any other comments in this space

_____

_____

_____